DOCUMENT RESUME

ED 232 054 CE 036 584

AUTHOR	Miller, Jacqueline A.; And Others
TITLE	Career Development for Handicapped Students.
INSTITUTION	Mid-Atlantic Regional Resource Center, Washington, DC.
SPONS AGENCY	West Virginia State Dept. of Education, Charleston. Div. of General and Special Educational Development.
PUB DATE	82
NOTE	132p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Agency Cooperation; *Career Development; Career Education; Delivery Systems; *Disabilities; Educational Cooperation; Individualized Education Programs; Resource Materials; Secondary Education; *Special Education; *Vocational Education; Vocational Evaluation; *Vocational Rehabilitation

ABSTRACT

Intended for use in planning appropriate career services for handicapped students, this handbook for local education, rehabilitation, and related agencies provides an outline of the types of services and programming that may be needed. An introduction discusses interagency collaboration for career development services for handicapped students and the development of interagency agreements among special education, vocational education, and vocational rehabilitation programs. The seven steps in the collaboration process, which includes the continuum and delivery of services, are then described. They are (1) determine goals, objectives, and priorities for service; (2) list assets and concerns; (3) understand roles and responsibilities of each agency; (4) assess needs of handicapped student populations; (5) review continuum of services; (6) determine changes needed to build collaboration; and (7) develop a county action plan. Copies of documents and sample forms, formats, and charts are presented for illustration. Six service delivery programs are then described. Pertinent information is provided about the vocational aspects of the individual education program (IEP), including participants in the development and the developmental sequence. Sample sections of the IEP appear. A resource section contains lists of resources for career education and annotations of vocational assessment instruments (title, source, cost, and description). (YLB)

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ED232054

Career Development For Handicapped Students

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CE 036 584

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1982

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FOREWORD

One area of service delivery which has been identified by our state and local agencies as enormously complex, dependent upon many factors, and requiring the expertise and skills from more than one discipline is the provision of career development for handicapped students. With the passage of such federal legislation as Public Law 94-142 - Education for All Handicapped Children Act, Public Law 94-482 - Vocational Education Amendments of 1976, and Public Law 93-112 (Section 504) - Rehabilitation Act of 1973, it is clear that handicapped individuals are to be afforded appropriate education and training to prepare for a career. However, in order to provide appropriate services, a cooperative effort from several diverse disciplines is needed.

The development of interagency agreements involving special education, vocational education, vocational rehabilitation, and school guidance disciplines is a major approach utilized in West Virginia to define the cooperative efforts for delivering appropriate career development services to handicapped students. Identification of the types of services needed and disciplines responsible for providing the services is an enormous task. Additionally, resources (particularly time) may be scarce so that creative service delivery approaches must be developed. For these reasons, this Handbook for the Career Development of Handicapped Students has been designed to provide an outline of the types of services and programming which may be needed.

Although it is not the intent of this publication to be comprehensive, it is hoped that local education, rehabilitation, and related agencies can utilize the information in planning appropriate career services for handicapped students.

Much of the enclosed information has been developed for and utilized in regional training workshops involving personnel from special education, vocational education, vocational rehabilitation, and school guidance. The cooperative efforts of John Cook and Jean Cary Davis from the WV Bureau of Vocational, Technical and Adult Education, Ira Dadisman from the WV Division of Vocational Rehabilitation, and Jacqueline Miller from the Mid-Atlantic Regional Resource Center in Washington, DC in the development of these resources are greatly appreciated.

Further technical assistance from the West Virginia Department of Education and the Division of Vocational Rehabilitation is available upon request.

Michael A. Valentine
Coordinator - Physically Handicapped
Bureau of Learning Systems
Office of General and Special Education
Program Development

CAREER DEVELOPMENT
FOR HANDICAPPED STUDENTS
INTRODUCTION

Special Education, Vocational Education, and Vocational Rehabilitation programs in local school districts have responsibility for preparing handicapped students for employment in the community. Federal law and policy have mandated cooperative planning and service delivery between these agencies and other service delivery agencies. Public Law 94-142 guarantees the right of handicapped students to a free appropriate public education, including related support services. State and local education agencies have responded to the Federal mandate by developing cooperative agreements to provide comprehensive educational and rehabilitation programs to students. An important aspect of educational programming is the provision of career education, prevocational and vocational preparation appropriate to each student's developmental level. In order to provide a continuum of career development services to students, local districts in West Virginia are encouraged to establish cooperative agreements between the Department of Education, including Special Education, Guidance and Counseling, and Vocational Education and the Division of Vocational Rehabilitation.

Interagency collaboration for career development services for handicapped students can be realized through formal or informal agreements. To accomplish these agreements, representatives from each agency meet to identify the needs and service responsibilities each has. The process of collaboration does not require that an agency reorganizes its service delivery structure. Instead, collaboration involves reviewing and revising priorities for service and cooperating in providing a continuum of services.

BENEFITS OF COLLABORATIVE SERVICE DELIVERY

There are a number of benefits which result from collaborative service delivery. A primary benefit is coordinated service delivery through a case management approach. A representative of one agency can coordinate the planning and delivery of services to serve all the needs of the student, eliminating duplication of services and gaps in the educational and rehabilitation program. Collaboration between agencies can also result in more effective use of facilities, staff, equipment, and extra space. In a time of diminishing resources, effective utilization of budgets and staff is vital.

Interagency agreements may result in more systematic planning and administration of service delivery. Collaborative planning sets up linkages between agencies, allowing each to determine which agency is best able to perform specific services. Specific tasks and functions can be redistributed between agencies to permit greater efficiency.

Perhaps the greatest benefit of collaborative career development is the increased proficiency and independence gained by the handicapped student or young adult. Gains in independent living skills and employability are benefits to society as well as to the individual.

DEVELOPMENT OF INTERAGENCY AGREEMENTS

The process of developing interagency agreements is a collaborative team planning process. This planning process will depend upon clear, honest communication between each of the agencies involved. Collaborative planning requires a commitment to sharing dollars and staff across programs and agency lines.

Staff from each agency should be involved in the definition of needs, goals, and areas of change in order to make the collaborative effort successful. Furthermore, the process of collaboration may involve changes in decision making procedures and power structures. The development of workable interagency agreements requires a cooperative attitude toward restructuring lines of power. It is imperative that agencies establish a common base for cooperation, avoiding adversary or "turf" protection stances.

Studies of successful interagency collaboration provide some guidance in the development of cooperative agreements. One such study suggests the following ingredients for successful interagency planning:

AWARENESS	Know the other agencies involved. What are their service responsibilities? What roles have they played traditionally in meeting the career development needs of handicapped students? How does the agency function? What students/clients are served by each agency?
INTERDEPENDENCE	Establish areas of similarity and difference in roles, functions, and services.
STANDARDIZATION	Standardize procedures for referral and for obtaining and sharing information. Specify procedures for sharing equipment, facilities, staff, and costs.
FORMALIZATION	Formalize the collaborative effort. When there are a number of participants from several agencies, prepare a formal agreement.
COMMUNICATION	Recognize and communicate agency limitations as well as capabilities.

COMMITMENT — Capitalize on commitment from the top; work for commitment from each agency representative.

In a study of successful interagency projects, John McLaughlin of Virginia Polytechnic Institute and State University suggested that collaboration is most effective when planners have a plan, start small, proceed with order and method, approach each step in a timely and persistent manner, and, finally, communicate.

- Have a plan: Set up a planning process which permits each agency to identify goals, objectives, and priorities. Discuss commitment of resources.

- Start small: Begin with one established priority and generate successful collaboration for that objective. Failure can result from overcommitment.

- Proceed with order and method: Proceed with an orderly system for prioritizing and selecting goals for collaboration.

- Approach each step in a timely and persistent manner: Operationalize the action plan as scheduled. Set up a mechanism for review and modification of action steps by the planning group.

- Communicate: Communication between and among planners is vital. Failures in communication lead to a breakdown in implementation. Interagency planning demands full communication between each participant. Keep each member fully informed. Document in writing key decisions.

A summary of these strategies is included in Figure 1.

FIGURE 1

HOW TO COLLABORATE

- HAVE A PLAN
- START SMALL
- PROCEED WITH ORDER & METHOD
- APPROACH EACH STEP IN A TIMELY AND PERSISTENT MANNER
- COMMUNICATE -- COMMUNICATE -- COMMUNICATE

The study of interagency projects concluded that certain factors are important to the success of collaborative programs. Collaboration is most likely to be successful when participation is voluntary. Although the collaboration may be mandatory for a specific agency, the personal commitment of an agency representative is invaluable.

Collaborative planning should be a democratic process, recognizing the right of each participant to equal weight on the planning team.

Collaboration is most successful when there is a sufficient time investment. It takes time for the collaborative planning team to learn to work together as a group. Communication between organizations requires time and effort.

Success depends on a systematic planning process to develop a clearly defined action plan. This should be done through an interactive process which includes each participant.

Finally, success depends on support from agency heads and department directors who encourage the commitment and allocate resources to the collaborative effort. These factors related to successful collaboration are summarized in Figure 2.

FIGURE 2
SUCCESSFUL COLLABORATION

- VOLUNTARY
- DEMOCRATIC
- TIME INVESTMENT
- SYSTEMATIC PLANNING
- INTERACTIVE
- SUPPORT FROM TOP

Process for Interagency Collaboration

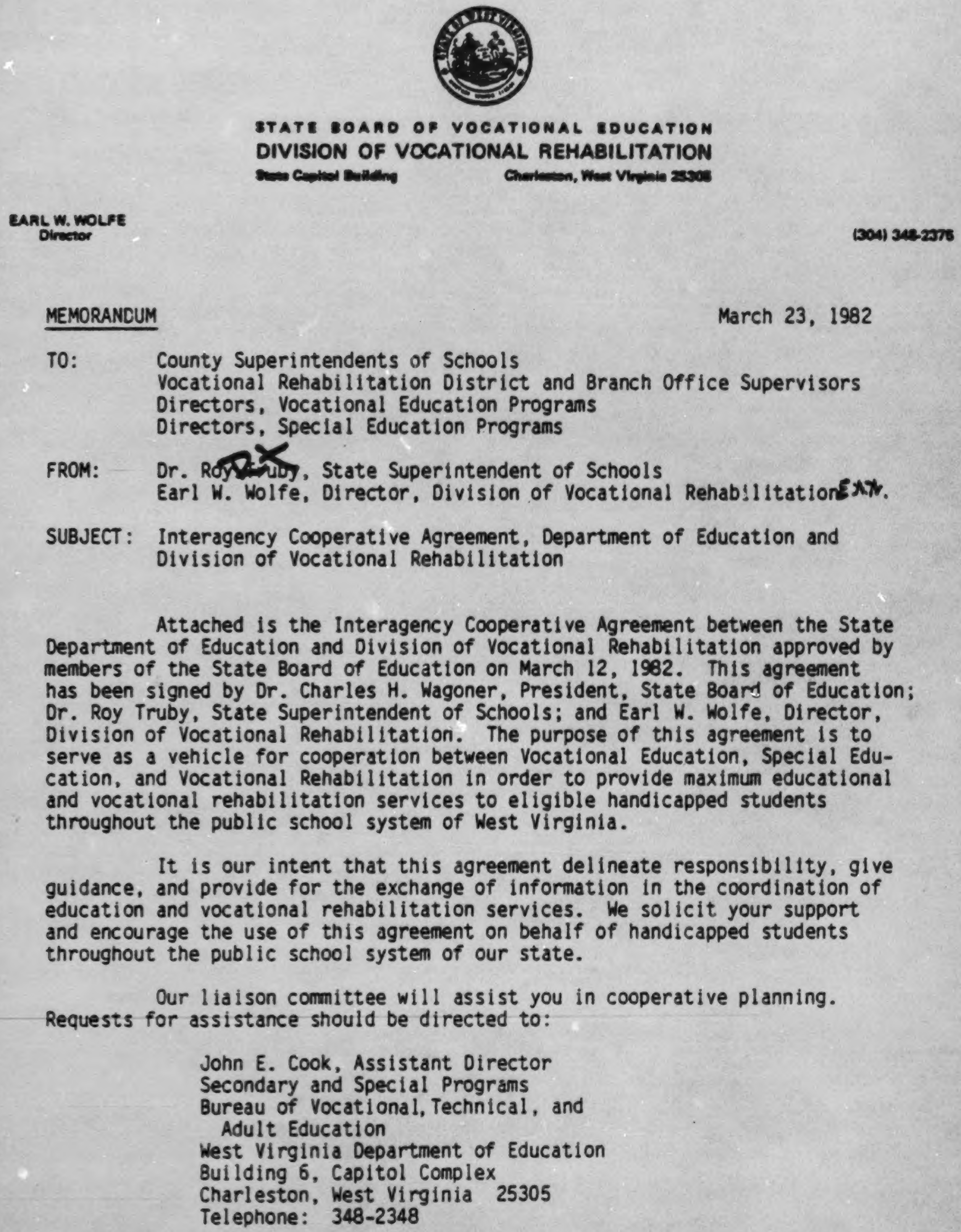
Step One: Determine Goals, Objectives, and Priorities for Service

Collaborative planning begins with the process of identifying goals, objectives, and priorities for service. For local collaborators, initial direction comes from the state interagency agreement.

The West Virginia interagency cooperative agreement formalizes the intention of the Department of Education and the Division of Vocational Rehabilitation to cooperate in delivering a continuum of services for handicapped students and young adults. Under West Virginia's interagency cooperative agreement, the Department of Education provides special and vocational education for students ages 5 to 23 who have been identified as handicapped and in need of special education and/or related services. The Division of Vocational Rehabilitation is responsible for serving students ages 16 to 23 with a physical or mental disability.

During the initial stages of planning, it will be useful to review the agreement between the West Virginia Department of Education and Division of Vocational Rehabilitation. A complete copy of the agreement is to be found in Figure 3. Included also is an outline of the West Virginia Interagency Agreement, which provides a guide to the major topics to be

FIGURE 3: WEST VIRGINIA INTERAGENCY COOPERATIVE AGREEMENT



STATE BOARD OF VOCATIONAL EDUCATION
DIVISION OF VOCATIONAL REHABILITATION
State Capitol Building Charleston, West Virginia 25305

EARL W. WOLFE
Director

(304) 348-2375

MEMORANDUM

March 23, 1982

TO: County Superintendents of Schools
Vocational Rehabilitation District and Branch Office Supervisors
Directors, Vocational Education Programs
Directors, Special Education Programs

FROM: Dr. Roy Truby, State Superintendent of Schools RT
Earl W. Wolfe, Director, Division of Vocational Rehabilitation EWW.

SUBJECT: Interagency Cooperative Agreement, Department of Education and Division of Vocational Rehabilitation

Attached is the Interagency Cooperative Agreement between the State Department of Education and Division of Vocational Rehabilitation approved by members of the State Board of Education on March 12, 1982. This agreement has been signed by Dr. Charles H. Wagoner, President, State Board of Education; Dr. Roy Truby, State Superintendent of Schools; and Earl W. Wolfe, Director, Division of Vocational Rehabilitation. The purpose of this agreement is to serve as a vehicle for cooperation between Vocational Education, Special Education, and Vocational Rehabilitation in order to provide maximum educational and vocational rehabilitation services to eligible handicapped students throughout the public school system of West Virginia.

It is our intent that this agreement delineate responsibility, give guidance, and provide for the exchange of information in the coordination of education and vocational rehabilitation services. We solicit your support and encourage the use of this agreement on behalf of handicapped students throughout the public school system of our state.

Our liaison committee will assist you in cooperative planning. Requests for assistance should be directed to:

John E. Cook, Assistant Director
Secondary and Special Programs
Bureau of Vocational, Technical, and
Adult Education
West Virginia Department of Education
Building 6, Capitol Complex
Charleston, West Virginia 25305
Telephone: 348-2348

Michael Valentine, Coordinator
Physically Handicapped
Office of Special Education
West Virginia Department of Education
Building 6, Capitol Complex
Charleston, West Virginia 25305
Telephone: 348-8830

Ira L. Dadisman, Jr., Chief
School Services
West Virginia Division of Vocational Rehabilitation
State Capitol
Charleston, West Virginia 25305
Telephone: 348-3517

Attachment

COOPERATIVE AGREEMENT BETWEEN
THE DEPARTMENT OF EDUCATION
AND
THE DIVISION OF VOCATIONAL REHABILITATION

PREAMBLE

This agreement is designed to improve the cooperative and collaborative efforts between the Department of Education (hereinafter "Education") and the Division of Vocational Rehabilitation (hereinafter "Rehabilitation") for the purpose of more effective and efficient service delivery to handicapped individuals of our state. This cooperative agreement shall assure that each handicapped student in the state who needs special education, vocational education, and/or vocational rehabilitation services is promptly identified and that appropriate services are made available to the individual. As used in this document, Education refers specifically to vocational education and special education programs.

DETERMINATION OF AGENCY RESPONSIBILITY

The education and vocational training of students age 5 to 23 who have not graduated, who have been identified as handicapped by special education, and who require special education and/or related services are the responsibility of Education. Students age 14 to 23 who have not graduated and who desire vocational training will have equal access to secondary vocational training, provided reasonable accommodation or modification can be made. In addition, the training must be: (1) realistic in light of actual or anticipated opportunities for gainful employment, and (2) must be suited to the handicapped individual's needs, interests, and ability to benefit from such training.

Handicapped individuals shall have equal access to services which are normally provided by public schools for non-handicapped individuals (e.g., adult education or continuing education programs), provided reasonable accommodation or modification can be made. The adult training programs must be realistic in light of actual or anticipated opportunities for gainful employment, and suited to the handicapped individual's needs, interests, and ability to benefit from such training.

For students age 16 to 23 who: (1) have left school by way of graduation, (2) elected to be served by Rehabilitation, and/or (3) are severely handicapped, the responsibility for vocational services rests with Rehabilitation. For handicapped individuals age 23 and beyond the responsibility for services rests with Rehabilitation. Eligibility for vocational rehabilitation services will be based upon:

- The documented presence of a physical or mental disability, which for the individual constitutes or results in a substantial handicap to employment; and,

- A reasonable expectation that rehabilitation services will benefit the individual in terms of employability.

Each agency will cooperate to provide referral, support and assistance to the agency with responsibility for services.

STUDENT/CLIENT REFERRAL

The agency first making contact with the individual applicant assumes responsibility to initiate procedures to provide appropriate services or to make referral to the other agency. The agency receiving the referral will provide evidence that the referral has been received and will be processed. (See Appendix B for examples of referral forms which may be utilized.)

INDIVIDUALIZED EDUCATION PROGRAM/INDIVIDUALIZED WRITTEN REHABILITATION PROGRAM

Education is responsible for providing education and related services appropriate for each handicapped individual enrolled in the school system of West Virginia. At the earliest time that a student is identified at an age potentially eligible for rehabilitation services, it is important that Education and Rehabilitation work together on determining what, when and how services are to be provided. Since the Individualized Education Program (IEP), which focuses on educational goals, and the Individualized Written Rehabilitation Program (IWRP), which focuses on vocational goals, have components in common, it is agreed that an essential step for cooperative planning for secondary school youth is the joint development of an IEP/IWRP. Therefore, when support responsibilities are anticipated, the IEP and/or the IWRP will be developed cooperatively and the individual's program components (vocational training, vocational goals, objectives, services, timeliness, etc.) and fiscal responsibilities will be specified.

SERVICES

The agency which has responsibility for providing services shall make available appropriate services for the handicapped individual. A handicapped individual may refuse the services from the agency. However, another agency is not obligated to duplicate the services being offered by the responsible agency. (A detailed listing of services and responsible agencies is contained in Appendix A.)

SEVERELY HANDICAPPED

It is recognized that Rehabilitation is better qualified to serve the vocational training needs of severely handicapped individuals. Rehabilitation has available personnel trained in the provision of vocational services for severely handicapped individuals. In addition, residential facilities and programs are available at the West Virginia Rehabilitation Center at Institute. A severely handicapped individual is one who: (1) has a severe physical or mental disability which seriously limits his/her functional capacities (mobility, communication, self-care, self-direction, work tolerance, or work skills) in terms of employability; and (2) whose vocational training can be expected to require multiple vocational services over an extended period of time.

COORDINATED PLANNING

Each agency shall operate in accordance with its respective laws (P.L. 94-142, the Education of All Handicapped Children Act of 1975; P.L. 94-482, Education Amendments of 1976; and Vocational Rehabilitation Act of 1973 as amended), regulations and state plan. Education and Rehabilitation agree mutually to plan and develop their respective state plans.

CONFIDENTIALITY OF INFORMATION

Personnel employed by Education and Rehabilitation and assigned to cooperatively provide services to handicapped students will have appropriate access to confidential information within the boundaries of the legal constraints of each agency to expedite the provision of vocational services.

LIAISON COMMITTEE

It is agreed that Education (special education and vocational education) and Rehabilitation each shall appoint one representative to a liaison committee, which shall meet at least quarterly. The liaison committee shall assist in:

(1) the exchange and dissemination of information;
(2) coordination of each agency's state plan;
(3) providing for the necessary inservice training between staff of the agencies;
(4) utilization of training facilities for students/clients of the agencies; and,
(5) identifying areas needing additional cooperative planning and action.

LOCAL AGREEMENTS

The education and vocational preparation of a handicapped individual to his/her fullest potential is a complex process requiring numerous services from different agencies. The establishment of interagency agreements promotes the effective, efficient, and economical provision of services. Each agency will encourage and provide assistance toward the establishment of a similar statement of cooperation between the local education agencies and local Rehabilitation offices throughout the state.

AGREED TO:

Dr. Charles H. Wagoner, President
State Board of Education and
State Board of Vocational Education

Date

Roy Truby
Dr. Roy Truby
State Superintendent of Schools

3/12/82
Date

Earl W. Wolfe, Director
Division of Vocational Rehabilitation

3/12/82
Date

SERVICE RESPONSIBILITY

Vocational Education for Handicapped Individuals

Services must be available and accessible to all handicapped students/clients. The activities below can generally be provided by the specified agency. Where there is an overlapping or duplication of services, the question of WHO INITIATES SERVICES and WHO IMPLEMENTS SERVICES will be resolved at the local education agency, preferably at the PAC:IEP conference.

Continuum of Services	Provided SPECIAL EDUCATION	Provided by VOCATIONAL EDUCATION	Provided by VOCATIONAL REHABILITATION
A. REFERRAL	• Awareness • Screening • Referral to Assessment	• Awareness • Referral to Assessement	• Awareness (Case Finding) • Screening (Referral Development) • Referral to Assessment (Intake Process)
B. ASSESSMENT	(Formal) • Educational Data • Psychological/Behavioral • Vocational • Aptitude/Interest	(Informal) • Pre-Vocational Exploration Program	(Formal) • Current General Health Status and Special Examination • Evaluation of Vocational Potential a. Preliminary Diagnostic Study (Elig.) b. Thorough Diagnostic Study to determine nature and scope of services. (Vocational goals—strengths, functional limitations.) Eligible students: ages 14 and above in or out of school.
C. INDIVIDUALIZED PROGRAM PLANNING	• Individualized Educational Program (IEP) (Age 5-23) • IEP:TSP/IIP Individual Program	• Instructional Implementation Plan (IIP) (Secondary students only) • IEP:IIP Instructional Inplementation Plan	• Individualized Written Rehabilitation Plan (IWRP) for all eligible students/clients. Developed jointly by client and counselor if appropriate by guardian with participation in PAC and joint staffing with appropriate school personnel. (The services, objectives and goals included in the IWRP and IEP should be complementary.) • IEP/IWRP Individualized Written Rehabilitation Program

Continuum of Services	Provided by SPECIAL EDUCATION	Provided by VOCATIONAL EDUCATION	Provided by VOCATIONAL REHABILITATION
D. PROGRAM PLANNING and IMPLEMENTATION ACTIVITIES	• Career education • Pre-vocational education • Formal vocational assessment • Special (separate) vocational education	• Regular vocational education • Modified regular vocational education • Special vocational education • Career education • Pre-vocational education	• Regular vocational education/work adjustment – (O.J.T., selective training experiences, co-op and related programs) • Adaptive regular (specially designed vocational education/work adjustment) • Work experience • Vocational assessment services as specified in section B • Special (separate) vocational education/work adjustment • Vocational and other training including personal and vocational adj., books, tools and other training materials. All on individual needs basis to eligible clients. (client owned)
E. SERVICE DELIVERY SYSTEM including related services	• Interpreter/notetaker • Reader services for the blind • Special tools, devices, equipment (student-loaned) • Instructional modifications • Special support staff (aides, tutors and paraprofessionals) • Related services (OT, PT and speech correction)	• Interpreter/notetaker • Reader services for the blind • Special tools, devices, equipment (student-loaned) • Instructional modifications • Special support staff (aides, tutors and paraprofessionals) • Related services (teacher aides)	• Interpreter/notetaker • Reader services for the blind • Tools and/or materials for planned job placement (client owned) • Special tools, devices, equipment (client owned) • Technical assistance re: modifications or supportive services • Transportation provided while receiving rehabilitation services from agency • Monitoring of services and client progress

Continuum of Services	Provided by SPECIAL EDUCATION	Provided by VOCATIONAL EDUCATION	Provided by VOCATIONAL REHABILITATION
E. SERVICE DELIVERY SYSTEM (continued)	• Curriculum modification and development • Special transportation needs • Monitoring services and student progress • Vocational guidance and counseling • Related services (other than diagnostic) • Work experience/work study • Formal vocational assessment • Job development and placement	• Curriculum modification and development • Monitoring services and student progress • Vocational guidance and counseling • Cooperative Education Programs (OJT) • Pre-Vocational Exploration Programs • Job development and placement	• Vocational guidance and counseling • General medical-coordination of services if needed to vocationally prepare for job placement • a. Assist in locating training stations b. Modify work environment c. Adaptive appliances d. Reimburse employers for training costs (OJT) • Physical and mental restoration • Formal vocational assessment (work evaluation) • Job development and placement Post employment services • Additional services provided as appropriate
F. ARCHITECTURAL BARRIER REMOVAL	• Job training site accommodations	• Vocational School accommodations	• Individual/home accommodations • Job training site accommodations

REFERRAL FOR VOCATIONAL EDUCATION

______Initial Placement ______Continuing Placement

1. Student Name: ______________________________ Age: ________

2. Handicapping Condition: ______________________________

3. Date of Referral: ______________________________

4. Projected Date of Entry: ______________________________

5. Program(s) determined appropriate for student: ______________________________

____

6. Program Modification needed:

______ Scheduling Explain: ______________________________

______ Curriculum Explain: ______________________________

______ Equipment Explain: ______________________________

______ Supplemental Services

______ Remedial

______ Psychological

______ Guidance

______ Construction Explain: ______________________________

______ None Needed

(Building accessibility, etc.)

****

7. Recommendation of PAC:

______ Prevocational program

______ Regular Vocational program with modifications

______ Special Vocational program

______ Sheltered Workshop program

Original – Student File
Copy Vocational Education Director
Copy Special Education Director
Copy Vocational Rehabilitation Counselor

SAMPLE

REFERRAL INFORMATION TO EDUCATION

The following information will be completed by the vocational rehabilitation counselor and forwarded to the contact person in education.

____
(Date of Referral)

NAME: ____

ADDRESS: ____________________________ Social Security No. ______________

DATE OF BIRTH: ________________________ Sex: __________________

DESCRIPTION OF DISABLING CONDITION(S):

PROGRAM(S) APPROPRIATE FOR CLIENT:

GRADE LEVEL COMPLETED:

PREVIOUS VOCATIONAL TRAINING:

SERVICES REQUESTED EXPLAIN:

VR PERSON: ______________________________
(Signature)

EDUCATION RESPONSE

____
(Date)

REVIEW AND DISPOSITION OF REFERRAL:

ACTION TO BE TAKEN BY ED (include approximate dates—conferences, enroll, etc.)

cc: ED (VR contact person) ED PERSON ______________________________ included in a local cooperative agreement. Topics include a brief statement of philosophy regarding cooperative efforts and a summary of agency responsibilities. The interagency agreement also describes a referral system and procedures for coordinating the IEP and IWRP. It contains a detailed summary of the continuum of services to be provided and indicates specific agencies which may assume responsibility for services. Also treated in the State agreement are duplication of services, responsibility for severely handicapped, confidentiality of information, and coordination of planning through the services of a liaison committee. It requests local education agencies and Rehabilitation offices to develop local interagency agreements. The outline of West Virginia's Interagency agreement is included in Figure 4.

The first step in development of a local cooperative agreement is for representatives of each agency to meet to review the State interagency cooperative agreement. It is at this point that a task force with representatives from special education and guidance, vocational education, and vocational rehabilitation will discuss specific goals, needs, and priorities for service. At this time each agency can share information about the resources that are available for the collaborative service delivery effort.

FIGURE 4

OUTLINE OF
WEST VIRGINIA'S INTERAGENCY AGREEMENT

PHILOSOPHY

AGENCY RESPONSIBILITIES

EDUCATION 5 TO 23

(APPENDIX A) VOCATIONAL EDUCATION 14 TO 23

VOCATIONAL REHAB 16 TO 23
23 AND BEYOND

REFERRAL SYSTEM

IEP/IWRP COORDINATION

DUPLICATION OF SERVICES

SEVERELY HANDICAPPED

CONFIDENTIALITY OF INFORMATION

LIAISON COMMITTEE

LOCAL AGREEMENTS

Step Two: List Assets and Concerns

Task force members should discuss and evaluate the concerns they have about collaborating to deliver career education services. They may also review the assets each agency offers. One approach to managing the process is to list specific problems and assets or resources by category. For example,each agency brings up concerns and assets related to vocational evaluation, prevocational skills, and referral procedures. For this purpose, Figure 5 is included as a sample format.

Figure 5

ASSETS AND CONCERNS

Directions: List assets and concerns for meeting the career needs of handicapped students

ASSETS	CONCERNS

Step Three: Understand Roles and Responsibilities of Each Agency

The next step is to review and list the primary service responsibilities of each agency. To guide this process, services can be listed on a chart such as the Service Profile Chart included in Figure 6. The purpose of this task is to determine service areas in which agencies may have overlapping responsibility and to identify gaps in service.

Each agency should identify services provided for specific populations according to age and grade level. It may be useful to include notes about enabling legislation, current policies and procedures, and resources used in the provision of services.

In the planning team meeting, members should gain a clear understanding of the role and responsibility that each of the agencies plays in delivering career education services.

FIGURE 6

PROFILE CHART

Agency ____________________

Services Provided	Populations Served	Enabling Legislation	Current Policies and Procedures	Resources Internal/External

Figure 7

SERVICE NEEDS ASSESSMENT

Agency (interest group) Vocational Education
Date November 30, 1979

STUDENT ASSISTANCE

SERVICES BEING PROVIDED	POPULATIONS SERVED	ENABLING LEGISLATION	CURRENT POLICIES AND PROCEDURES	RESOURCES INTERNAL/ EXTERNAL
Work Study Program	Vocational Education Students currently enrolled in an on-going program - ages 15-21	Education Amendments of 1976 Public Law 94-482	Part H - State Bureau of Vocational, Technical and Adult Education Policies and Procedures Manual (June 9, 1978)	Administration and Supervision Salaries of Students
Comprehensive Employment Training (CETA)	Post-Secondary Programs	CETA Rules and Regulations 98.21	State Bureau of Vocational, Technical and Adult Education Policies and Procedures Manual 3500 Series	Administration and Supervision Instruction
Governor's Work Program	Students ages 14-21		State of West Virginia	Administration and Supervision Payroll
Basic Education Opportunity Grant	Post-Secondary	P.L. 94-482 Subpart 2 Section 120	State Bureau of Vocational, Technical and Adult Education Policies and Procedures Manual 4300	Administration and Instruction Data
Veterans' Approved Program	Department of Veterans High School	Certification of students under Veterans Laws, July 1979 Payment of Benefits 4.01-4.05		Administration Supervision and Instruction
Social Security Programs	High School & Post-Secondary Students			Instruction Data
Cooperative Education Programs	High School, Post-Secondary & Adults	P.L. 94-482	State Bureau of Vocational, Technical and Adult Education Policies and Procedures Manual 4170	Administration Supervision Instruction Program

SERVICE NEEDS ASSESSMENT

Agency (interest group) Vocational Education
Date November 30, 1979

PROGRAM SERVICES: SUPPORTIVE SERVICES

SERVICES BEING PROVIDED	POPULATIONS SERVED	ENABLING LEGISLATION	CURRENT POLICIES AND PROCEDURES	RESOURCES INTERNAL/ EXTERNAL
Handicapped Program	Grades 7-12 Fairfield School Vocational Center Junior High and Senior High Schools	P.L. 94-482 P.L. 94-142	State Bureau of Vocational, Technical and Adult Education Policies and Procedures Manual 3002 Section 120 (b) (A), Subpart 2	Administration Supervision Instruction Funds
Teacher Aides Learning Center	Vocational Center Fairfield School	P.L. 94-482	State Bureau of Vocational, Technical and Adult Education Policies and Procedures Manual	Administration Salaries
Curriculum Development	All program areas		State Bureau of Vocational, Technical and Adult Education Policies and Procedures Manual 4020.1	Administration Supervision Funding
Career Education	Grades 9-10	P.L. 94-482 Exemplary Programs	State Bureau of Vocational, Technical and Adult Education Policies and Procedures Manual 4200b	Instruction and Supervision Funds
Community Education Programs Health Services Skill Building Hobby & Special Interest Classes Recreation Program Tournament Sports Library Facilities Summer Recreation Programs Student Youth Activities Agricultural Services Senior Citizens Activities	Salt Rock & Cox Landing Junior High Schools Currently developing a program for West Junior High School			Instruction and Supervision

SERVICE NEEDS ASSESSMENT

Agency (interest group) Vocational Education
Date November 30, 1979

PROGRAM SERVICES: SUPPORTIVE SERVICES

Services Being Provided	Populations Served	Enabling Legislation	Current Policies and Procedures	Resources Internal/ External
Public Service Education			State Bureau of Vocational, Technical and Adult Education Policies & Procedures Manual	Administration Supervision Funding
New & Expanding Industry Training				
Guidance & Counseling	Students enrolled in Vocational Programs	P.L. 94-482	State Bureau of Vocational, Technical and Adult Education Policies & Procedures Manual	
Personnel Development and Certification	Teachers of Vocational Education Programs		State Bureau of Vocational, Technical and Adult Education Policies & Procedures Manual 4000.16(5)	Preservice and Inservice Programs
Experience Based Career Education	10th Grade Students at Milton High School, Barboursville High School, Huntington East High School, and Huntington High School			Supervision and Administration

PROGRAM SERVICES: INSTRUCTION

TYPE OF PROGRAM	PROGRAM DESCRIPTION	STUDENT ELIGIBILITY CRITERIA	SERVICE RESPONSIBILITY	ELIGIBLE FUNDING RESOURCES
Vocational Education for Secondary, Post-Secondary, and Adults	Broad catagories for course offerings listed below. See attached sheets for specific locations of programs Industrial Arts Agriculture Business & Office Distributive Education Health Occupations Home Economics Industrial Education Technical Education Cooperative Education Community Education Youth Organizations 1. Distributive Education Clubs of America (DECA) 2. Vocational Industrial Clubs of America (VICA) 3. Future Business Leaders of America (FBLA) 4. Future Homemakers of America and Home Economics and Related Occupations (FHA/HERO) 5. Future Farmers of America (FFA)	Student interest and availability of space.	Prepare students for entry level full-time employment in field trained or further education in related area.	Local Board of Education with additional funds from the State Vocational Bureau.

TYPE OF PROGRAM	PROGRAM DESCRIPTION	STUDENT ELIGIBILITY CRITERIA	SERVICE RESPONSIBILITY	ELIGIBLE FUNDING RESOURCES
The Division of Vocational Rehabilitation	The Division of Vocational Rehabilitation is a service of the state and federal government that prepares physically and mentally handicapped persons for gainful employment.	DVR's basic requirements of eligibility are that the individual must have a handicap that blocks or might block future employment, and a reasonable expectation that rehabilitation services will make that individual able to work in a gainful job.	The role of DVR in providing either the primary or the shared services is dependent upon the age of the student/client; and the school status (enrolled in school/not enrolled in school).	DVR is funded through state and federal funds. The agency is mandated to explore similar benefits and third party funding that may be available to a client prior to expending agency funds. Examples: private or public insurance, Board of Education, Crippled Children Services etc. Also, an economic need assessment is undertaken in each case, with the exception of SSI recipients, in order for the client/family and/or other available resource to participate financially in the cost of those services needed for the client. Some services are at no cost to the client such as diagnostic evaluations, guidance and counseling and placement.

SERVICE NEEDS ASSESSMENT

Agency (interest group) Vocational Rehab.
Date Nov. 30, 1979

Services Being Provided	Populations Served	Enabling Legislation	Current Policies and Procedures	Resources Internal/External
For available services through DVA refer to attachment "Application for Rehabilitation Services" the section dealing with "What Services May be Provided". For additional clarification of services available through DVR refer to the green attachment "You May Qualify for Vocational Rehabilitation Services" precisely the section "What Services can Rehabilitation Provide for You".	A primary group of individuals DVR serves are handicapped persons of the age 16 to 23, who have left school by way of graduation or elected termination. DVR assumes the primary responsibility of services for these individuals, with the educational system providing shared responsibilities. For handicapped persons age 23 and beyond the primary responsibility for services are assumed by DVR with the educational system having shared responsibilities. For those individuals from age 5 to 23 enrolled in school DVR has only a shared responsibility with the educational system having the primary responsibility for the needed services.	P.L. 94-142--The Education of all Handicapped Children. P.L. 94-482--Education Amendments of 1976. P.L. 93-112--Vocational Rehabilitation of 1973 as amended. Section 504 of The Rehabilitation Act of 1973. Division of Vocational Rehabilitation State Plan prepared on a fiscal year basis that sets assurance of program operation and program estimates and plans in keeping with federal requirements.	The mission of DVR is to seek, find, serve and place in suitable employment every disabled individual in the state of West Virginia who is eligible for Vocational Rehabilitation services. Priority emphasis in providing services will be given to the most severely disabled. The procedure of Vocational Rehabilitation in providing quality and needed services to an eligible client is through the development of an Individualized Written Rehabilitation Program(IWRP) with the student/client and legally responsible individuals.	Internally, in the local DVR District Office on staff are trained Vocational Rehabilitation counselors, with expertise in job placement, job analysis and job modification. The Agency has field counselors serving in geographical territories of the district. On staff are specialty counselors serving the blind and visually impaired, the deaf and hard of hearing, the psychiatric disabilities, the special school program and all other schools, the mental hospitals, and severely disabled homemakers. As appropriate with the student/client, counselors are on staff for clients with cardiac disabilities and Social Security recipients. On the state level DVR has a comprehensive Rehabilitation Center at Institute, WV and coordinator for the elimination of structural barriers for private dwellings and public and business facilities. Other support services are available from DVR as needed in order for the counselors to rehabilitate clients. Refer to pamphlet attached to this form. The external resource of services are purchased or obtained from other agencies, institutions, etc, as needed to assist the clients in reaching their Vocational Rehabilitation goal.

SERVICE NEEDS ASSESSMENT

Agency (interest group) CABELL COUNTY PUBLIC SCHOOLS
Date February 21, 1980

Services Being Provided	Populations Served	Enabling Legislation	Current Policies and Procedures	Resources Internal/ External
Behavior Disorders Gifted Hearing Impaired Mentally Retarded Educable Trainable Profound Physically Handicapped Specific Learning Disabilities Speech/Language Visually Impaired Self-contained Resource Itinerant Related Services Provided Psychological Counseling Physical Therapy Occupational Therapy Medical	K-12 levels 5-23 ages	W. Va. House Bill 1270 P.L. 94-142 Voc. Rehab. 504	P.L. 94-142 Regulations W. Va. Standards Cabell County Administrative Policies	Cabell County Public School Staff RESA II-Voc. Rehab. Marshall University Mental Health Dept. of Welfare Community Agencies Parent Organizations State Dept. of Ed.

Step Four: Assess Needs of Handicapped Student Population

Determine the number of handicapped students between the ages of 5 and 23 and their current educational status. Analyze the population by special education categories and by grade level, e.g. elementary, middle school and adolescent. An example of an analysis of a representative population is presented in Figure 8.

After determining the number of students to be served, the planning team assesses the service needs of the population. What services are needed by students at the prevocational level? What is the demand for vocational evaluation and training for students and young adults in the service area? In the community, are there employment possibilities related to the vocational training offered in public school programs? Which agency is responsible for job placement, and how can additional job placement assistance be provided? What are the needs for post-secondary training and follow-up?

Figure 8

RESA V Handicap Population

	BD	EMR	TMR	PMR	SLD	HI	VI	G	H/H	P-S	Sp/ Lang.	PH	TOTAL	School Age	BD	EMR	TMR	PMR	LD	HI	VI	PH	G	H/H	Sp. Lan		Total
RITCHIE	1	61	3	0	61	0	1	26	4	0	95		252	M		27			37		1		12		12		
														A	1	23			13	1			15	4	1		
CALHOUN	5	111	6	0	129	1	0	41	2	4	79	7	385	M	2	40	1		59			4	20		15		
														A	2	38	4		23			3	7	2			
TYLER	6	111		3	65			79			84		348	M	6	50			39				48		48		
														A		52			14				23		1		
ROANE	11	113	7		86			28	4	2	40	4	295	M	2	59	1		58			3			1		
														A	5	39	6		10			1		2	5		
PLEASANTS		43	14		54	1		31			79	7	229	M		22	4		20	1			23		18		
														A		14	6		14			6			3		
WIRT		30			75			12			5	6	128	M		18			15			3	12				53
														A		12			60			3					85
WOOD	101	385	68	22	938	11	6	363	25	16	376	8	2,319	M	44	202	9	12	528	4	1	8	166	9	32		1,015
														A	37	86	31	5	197	5			115	20			496
JACKSON	11	112	13		215	4		98	12		189	5	659	M	8	46	7		106	3		3	66	3	47		
														A	4	52	6		51	1			8	7	12		
RESA V Total	135	966	111	25	162	17	7	678	47	22	947	37															

age
M - Middle School 10-14
A - Adolescent 15-23

Step Five: Review Continuum of Services

Planners should be aware of the services which are appropriate for a cooperative career education program. The continuum of career education services extends from birth to death. At different developmental stages in a student's life, pre-vocational education, vocational assessment, training, selection and training and job placement services should be available. Figure 9 displays a continuum of career development services which addresses the career education needs of handicapped students. Joint service delivery in career education involves instruction in career and self awareness, exploration of attitudes and appreciations, and development of decision making and job skills and an array of understandings and competencies needed for employability. Related instructional objectives are summarized in Figure 10.

Pre-Vocational Education

The pre-vocational education component of career education builds personal adjustment and independent living skills. Vocational and special education staff work with counselors and regular education staff to develop basic academic and communication skills. They cooperate in developing self-care and the social skills necessary for independent living at home and in the community. (See Figure 11.)

Figure 9

CAREER DEVELOPMENT

BIRTH -- DEATH

--------------------------- CAREER EDUCATION ----------------------------------

-- PRE-VOCATIONAL EDUCATION --

(PREVOCATIONAL EXPLORATION)

----------- VOCATIONAL ASSESSMENT ---------------

-- TRAINING SELECTION
& PLACEMENT -------

-- JOB PLACEMENT --------

Figure 10

CAREER EDUCATION

- CAREER AWARENESS
- SELF AWARENESS
- ATTITUDES / APPRECIATIONS
- DECISION MAKING
- ECONOMIC AWARENESS
- SKILL AWARENESS / BEGINNING COMPETENCE
- EMPLOYABLILITY SKILLS
- EDUCATIONAL AWARENESS

Figure 11

PRE-VOCATIONAL EDUCATION

- PERSONAL ADJUSTMENT
  - COMMUNICATION SKILLS
  - FUNCTIONAL ACADEMICS
  - INDEPENDENT LIVING SKILLS
    - PERSONAL CARE
    - HOME LIVING SKILLS
    - COMMUNITY LIVING SKILLS
    - SOCIAL SKILLS
    - LEISURE TIME
- COUNSELING
- PRE-VOCATIONAL EXPLORATION
  - 4 NINE WEEK CLUSTERS

Pre-vocational exploration is an import aspect of prevocational education. A variety of vocational education programs offer the student opportunities to sample work conditions and job content. One such program is described in Figures 12 and 13. In this program, the student spends nine weeks in each of four exploratory laboratories: the business occupations, industrial occupations, and environmental occupations groupings.

Vocational Assessment

The vocational assessment component of a career education program should include formal and informal assessment services. Formal vocational assessment may involve a comprehensive evaluation using a work sample system such as the JEVS, VIEWS, VALPAR, or COATS. The commercial work sample systems evaluate specific characteristics of the student such as attitudes, work behavior, and aptitudes for tasks.

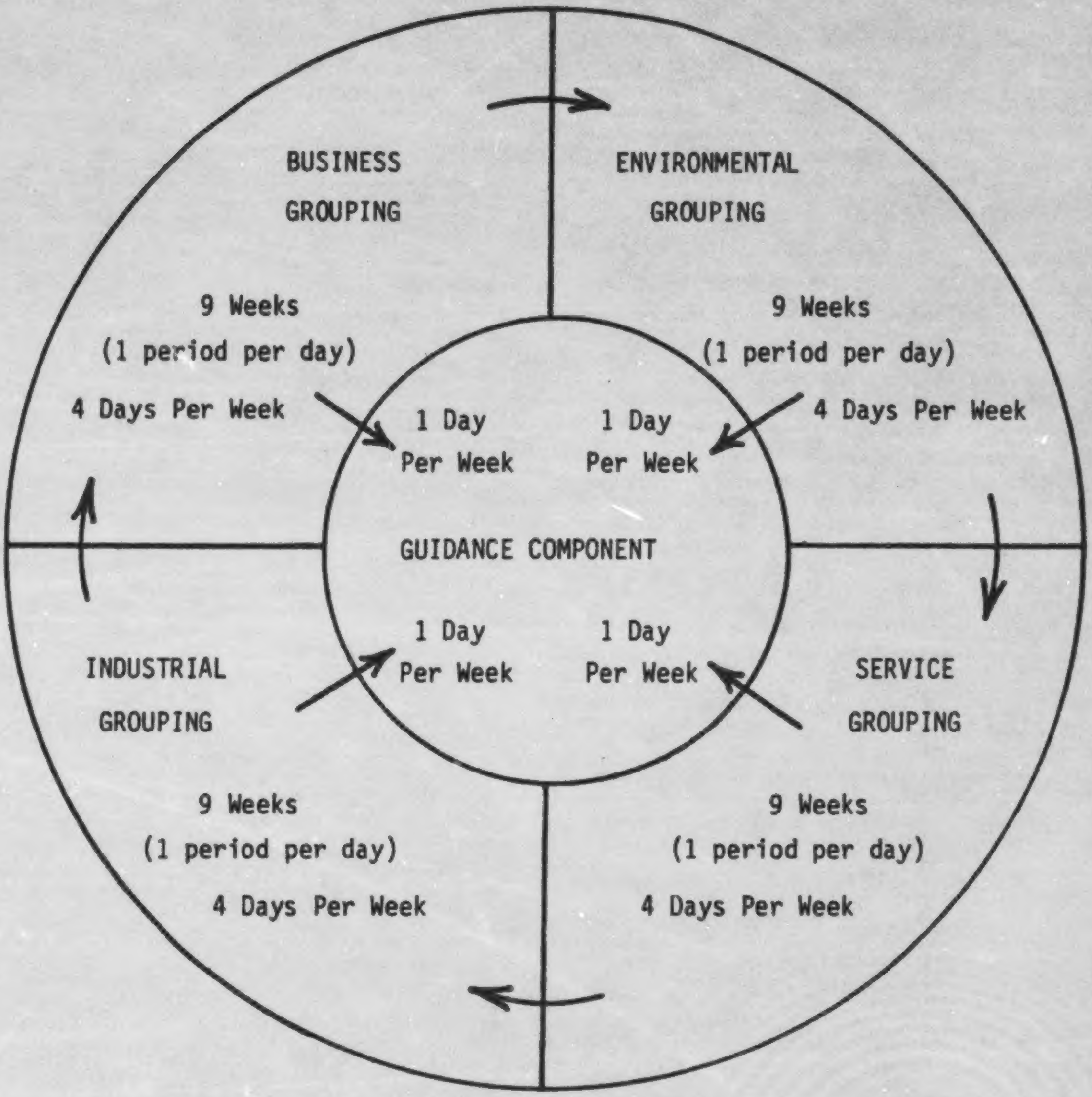
Vocational evaluators can conduct work samples which do not depend on commercial systems. The evaluator can identify and analyze the parts of a job by conducting a job analysis. The students' abilities can be matched to the demands of specific job tasks. Under simulated job conditions then, the student's ability to complete the tasks can be evaluated.

The work sample provides a good opportunity for behavioral observations of the aptitudes and behaviors of a student in a work setting. Another opportunity is situational assessment, in which the work environment is simulated. An occupational setting

Figure 12

PREVOCATIONAL EXPLORATION MODEL

PREFERRED MODEL



STUDENT ROTATES THROUGH EACH OCCUPATIONAL EXPLORATORY LABORATORY, USUALLY 9 WEEKS PER LAB; 4 PERIODS PER WEEK WITH 1 PERIOD EACH WEEK IN THE CAREER GUIDANCE AND RESOURCE CENTER. BY THE END OF THE SCHOOL YEAR, THE STUDENTS HAVE ROTATED THROUGH ALL 4 GROUPING AREAS AND THE GUIDANCE COMPONENT.

BUREAU OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
WEST VIRGINIA DEPARTMENT OF EDUCATION

Figure 13

Pre-Vocational Exploration

1. LABORATORY GROUPINGS
   - A. BUSINESS OCCUPATIONS EXPLORATORY
     - BUSINESS AND OFFICE
     - COMMUNICATIONS AND MEDIA
     - DISTRIBUTION AND MARKETING
   - B. ENVIRONMENTAL OCCUPATIONS EXPLORATORY
     - AGRI-BUSINESS AND NATURAL RESOURCES
     - ENVIRONMENT
     - MARINE FRESH WATER
     - RECREATION
   - C. INDUSTRIAL OCCUPATIONS EXPLORATORY
     - CONSTRUCTION
     - MANUFACTURING
     - TRANSPORTATION
     - FINE ARTS AND HUMANITIES
   - D. SERVICE OCCUPATIONS EXPLORATORY
     - CONSUMER AND HOMEMAKING
     - HEALTH
     - HOSPITALITY
     - PERSONAL SERVICE
     - PUBLIC SERVICES
2. CAREER GUIDANCE AND RESOURCE CENTER COMPONENT

like a sheltered workshop allows the observer to assess the workers' relative strengths and weaknesses under one or more employment situations.

Finally, formal evaluations conducted by the interdisciplinary team yields data from standardized achievement aptitude, and intelligence tests. This information is supplemented by the professional knowledge and experience of team members.

Vocational assessment can include informal evaluation data, such as the results of interest inventories like the Wide Range Interest and Opinion Test (WRIOT) and the Kuder. It includes data from aptitude tests (the General Aptitude Test Battery) and achievement tests, psychological evaluations, and teacher observations. Informal assessment information is also gained from pre-vocational experiences. (See Figures 14, 15 and 16.) For a further description of vocational assessment, see the fact sheet entitled Work Evaluation, Figure 17.

Training Selection and Placement

What training opportunities are available for the handicapped student and young adult? Are there work adjustment programs, sheltered workshops, or other training programs? Have apprentice training programs been established to supplement regular vocational education training programs?

Training programs may include:

1. Self-contained special vocational education
2. Individualized training placements (such as

apprenticeship or community-specific training sites)

3. Placement in a work-evaluation or other temporary vocational training program

4. Placment in a work activity center

5. Post-secondary training and advanced vocational education opportunities

(See Figure 17 for an overview of training selection and placement.)

Figure 14

VOCATIONAL ASSESSMENT

FORMAL

- COMPREHENSIVE VOCATIONAL EVALUATION
  - WORK SAMPLE SYSTEMS
    - JEVS
    - VIEWS
    - VALPAR
    - COATS
  - BEHAVIORAL OBSERVATIONS
  - SITUATIONAL ASSESSMENT
- INTERDISCIPLINARY TEAM

Figure 15

VOCATIONAL ASSESSMENT

INFORMAL

- AVAILABLE STUDENT DATA
    - ACHIEVEMENT
    - PSYCHOLOGICAL
    - TEACHER OBSERVATIONS
    - PRE-VOCATIONAL EDUCATION EXPERIENCES
    - INTEREST -- EXPRESSED
      STATED ON INVENTORIES
      -- WRIOT -- VESEP II
      -- KUDER -- OVIS
    - APTITUDE -- G.A.T.B.
      CRAWFORD SMALL PARTS
      BENNETT HAND TOOL
- PRE-VOCATIONAL EXPLORATION EXPERIENCE

M. VALENTINE 1981

Figure 16

WORK EVALUATION

FACT SHEET

I. What is Work Evaluation?

Work Evaluation (also called Vocational Evaluation) refers to that systematic process by which information concerning a student's work-related skills and abilities is collected, organized, and analyzed in order to:

- a. Determine his/her assets.
- b. Determine his/her work limitations
- c. Determine what further programs or services are needed to increase that student's level of work functioning.

II. How is Work Evaluation Accomplished?

A. Through "work sampling" -- in this procedure, the student is required to work at a number of artificial or simulated tasks in a "laboratory" setting (i.e. in a setting not very much like what you would find in a real job situation).

B. Through situational assessment -- in this procedure, the student would work in a setting where actual remunerative production and labor was occurring, but which would be located in a sheltered work environment (i.e. in a non-competitive work environment).

C. On-the-job training -- in this procedure, the student would be placed on an actual job in competitive employment and his/her work behaviors would be observed and reported by the supervisor at that job site.

III. Where are Work Evaluation Programs Typically Located?

A. Within the school system
- a. Area vocational technical centers
- b. Community and junior colleges
- c. Exceptional child education centers
- d. Industrial arts departments
- e. Career education departments
- f. Diagnostic and evaluation centers
- g. Comprehensive middle schools
- h. Vocational high schools
- i. College and university rehabilitation departments

B. In public and private agencies
- a. Goodwill Industry
- b. Sheltered workshops
- c. Rehabilitation centers
- d. Easter Seal Society
- e. Privately operated commercial evaluation centers
- f. Hospitals

III. B. In public and private agencies (contd.)
   g. ARC programs
   h. Lighthouse for the Blind
   i. Cerebral palsy centers

IV. Why Should a Teacher Refer a Student for Work Evaluation?

A. To determine if the student is ready to successfully enter a vocational training program, or competitive job placement.

B. To determine in what work-related skills or abilities the student is weak so that appropriate remedial services and/or programs can be arranged in order to reduce these identified work limitations.

C. To expose a student to more realistic work demands and requirements for the purpose of allowing that student to gain insight into and first-hand knowledge of his own work abilities and how they compare to the level of work abilities required by a wide variety of occupations (i.e. to test him/herself out against actual work tasks.)

D. To determine if the student possesses specific work-related assets or interests which might be helpful in identifying specific vocational goals or directions.

E. To gain data and information which would be useful in helping to make a determination as to the type (or level) of vocational placement for which the student would presently be best suited e.g. competitive, sheltered workshop, activity center, or day care center level.

Figure 17

TRAINING SELECTION / PLACEMENT

- COLLEGE OR OTHER POST-SECONDARY

- VOCATIONAL TRAINING
  - IN-SCHOOL
  - OUT-SCHOOL
  - POST-GRADUATE

- VOCATIONAL ALTERNATIVES
  - SHELTERED WORKSHOP
  - WORK ADJUSTMENT TRAINING
  - EXTENDED EVALUATION
  - OJT (ON JOB TRAINING)

Step Six: Determine Changes Needed to Build Collaboration

Following a review of the continuum of career development services which should be included in a Career Development program, planners are ready to determine what changes are needed in existing programs.

To accomplish this goal, conduct a service program comparison to identify areas of service delivery needing change and mechanisms or strategies for implementing change.* Review the competencies of staff members to determine which members are qualified to conduct vocational education; determine what type of inservice training is needed. (See Figure 18 for a sample Service Program Comparison).

After conducting the service program comparison, the planning team is prepared to begin developing a county action plan.

Figure 18

SERVICE PROGRAM COMPARISON

Needed Changes (Areas of Needed Linkages):	Mechanisms for Change:
Staff Competencies: *qualified staff to teach vocational education to the handicapped*	*Inservice Training:* *for all teachers involved with secondary handicapped students*

Step Seven: Develop a County Action Plan

The next step is development of a county action plan to guide the implementation of interagency career education services. The planning team, or a team appointed by the county Superintendent of Schools, meets to begin the planning effort. Figure 19 presents a sample county plan of action.

The sample county plan of action suggests areas of planning which each county needs to address. The first items on the plan call for the development of a written interagency agreement and the establishment of a county interagency committee should include a representative from vocational education, special education, and vocational rehabilitation. Their first task is to draft a written agreement. Components of a typical interagency agreement are summarized in Figure 21.

The planning conducted in Steps One-Six contributes directly to the formulation of the interagency agreement.

- The statement of goals, objectives and priorities for service from Step One can be used in drafting a "philosophical purposes statement".
- Information gained in Steps Two and Three contribute to a statement of roles, responsibilities, and resources.
- Steps Four and Five yield information for defining the target population and planning for implementation and shared service responsibility.

Action plans should propose long-range plans for implementation of activities related to each of the topics in Figure 20. These include:

- Screening/Referral
- Assessment
- Pre-Vocational Exploration

Step Seven: Develop a County Action Plan (continued)

- Curriculum/Delivery of Instruction
- Staff Development/In-Service
- Vocational Alternatives
- Identification of Resources

One way to approach planning for a full-service program is to select task forces to address each topic. Choose one task for implementation, such as screening and referral, and complete the planning, implementation, and evaluation of this service area. Then proceed to fully implement other service targets.

(Guidelines for your proposal) Figure 19

___________ COUNTY PLAN OF ACTION

In order to improve cooperative efforts to meet the career needs of handicapped students, our county team plans to propose for implementation the following activities regarding:

I. COUNTY INTERAGENCY AGREEMENT

II. COUNTY INTERAGENCY COMMITTEE

III. SCREENING/REFERRAL

IV. ASSESSMENT

V. PRE-VOCATIONAL EXPLORATION

VI. CURRICULUM/DELIVERY OF INSTRUCTION

VII. STAFF DEVELOPMENT/IN-SERVICE

VIII. VOCATIONAL ALTERNATIVES (ex. Sheltered Workshops, Work Experience, Coop, etc.)

IX. IDENTIFICATION OF RESOURCES

Variables/Questions which need to be addressed:

a) Who is involved
b) What
c) When
d) Where
e) How
f) Cost
g) Time Frame
h) Resources
i) Evaluation

Plans may be a) immediate and/or b) Long-Range

Figure 20

COMPONENTS OF AN INTERAGENCY AGREEMENT

COMPONENTS:

PHILOSOPHICAL PURPOSES (GENERAL GOALS)

ENABLING LEGISLATION

TARGET POPULATION

ROLES, RESPONSIBILITIES, RESOURCES

COORDINATING MECHANISMS

PLANS FOR IMPLEMENTATION

PLANS FOR EVALUATION AND DISSEMINATION

SERVICE RESPONSIBILITIES

Figure 21

FORMAT FOR LOCAL INTERAGENCY AGREEMENTS

AGREEMENT OF COOPERATION
BETWEEN
__________ COUNTY BOARD OF EDUCATION
AND
THE DIVISION OF VOCATIONAL REHABILITATION
OF
THE STATE BOARD OF VOCATIONAL EDUCATION

I. PARTIES

The parties to this agreement are the __________ County Board of Education, hereinafter referred to as the SCHOOL SYSTEM, and the Division of Vocational Rehabilitation, West Virginia State Board of Vocational Education, hereinafter referred to as the DIVISION.

II. AUTHORITY

Public Law 94-142 mandates that the state and local agencies "provide a free, appropriate education and related services to all handicapped children." Public Law 94-482, Title II of the 1975 Education Amendments, makes specific provisions for vocational education of handicapped persons in occupational areas which require less than a baccalaureate degree. The Rehabilitation Act of 1973 (P. L. 93-112), the Amendments of 1978 (P. L. 95-602), and the State Plan for Vocational Rehabilitation services call for the DIVISION to greater cooperative relationships with SCHOOL SYSTEMS in serving the vocational needs of eligible handicapped individuals. Each party will recognize the importance of respecting the legal services responsibility of the other.

III. PURPOSE

The purpose of this agreement is to provide for the mutual agreement and cooperation by the professional staffs for maximum utilization of vocational rehabilitation services for handicapped students enrolled in the SCHOOL SYSTEM who meet the eligibility requirements of the DIVISION that may be needed in the local school area. Operational procedures are discussed in the agreement to enhance the success of cooperation between the two agencies.

IV. RESPONSIBILITIES

A. The program of school services provided by the DIVISION is one of using agency resources determined and planned in cooperative relationships with the SCHOOL SYSTEM.

B. Each agency will determine its own budget requirements in providing services.

C. Eligibility:

1. The student has a physical or mental disability which for such individual constitutes or results in a substantial handicap to employment, and;

2. The student is expected to benefit in terms of employability from the provision of Vocational Rehabilitation services or for whom an extended evaluation of rehabilitation potential is necessary for the purpose of determining whether he might benefit in terms of employability from the provision of Vocational Rehabilitation services.

D. Services:

1. Diagnostic evaluation of disabled individuals to determine if they are eligible or ineligible for Vocational Rehabilitation services.

2. Vocational evaluation to assist in selecting a suitable vocational goal.

3. Development of individualized written rehabilitation programs outlining the appropriate vocational rehabilitation services, such as counseling and guidance, physical and mental restoration, vocational and adjustment training.

4. Placement in suitable employment and post-employment services necessary to maintain employment.

E. The Parties jointly shall plan and conduct appropriate programs of staff orientation and training. Training goals shall be to: (1) Create a clear understanding of vocational rehabilitation goals and objectives throughout the school; (2) Provide in-service training to the DIVISION to have a clear understanding of services provided by the school, organizational structure, procedures; and (3) Prepare each staff member having contact with clients for his role in the vocational rehabilitation program.

F. The Parties shall make a concerted effort directed toward the maximum utilization of community resources on behalf of clients. They will also inform and educate the general public about the nature of handicapped children, the treatment and rehabilitation resources available, the assets and potentialities of clients, and the roles of families and communities in a comprehensive treatment and rehabilitation program.

V. OPERATIONAL PROCEDURES

A. The Division of Vocational Rehabilitation will:

1. Appoint liaison staff member for DIVISION services.
2. Coordinate with the school to obtain the release of information signature.
3. Establish regularly scheduled meetings with each school being served and additional time as needed. (Staff conferences, student/client counseling, development of IEPs, etc.)

4. Provide feedback to the school contact regarding services rendered to each student/client.
5. Provide input in the development of IEPs and IWRPs for each eligible handicapped student/client as needed.
6. Provide the school system with necessary information of the IWRP developed for each student/client.
7. Provide services when deemed appropriate by both DIVISION and the school agreement as determined on an individual basis.
8. There shall be statistical reports developed by the DIVISION.

B. The SCHOOL SYSTEM will:

1. Identify a liaison person, one for the county level and for general education and all special education programs which are not self-contained, and a liaison person for each high school, vocational-technical school and other identified staff as needed.
2. Develop a referral system to meet the needs of the SCHOOL SYSTEM and the DIVISION.
3. Provide space for counseling sessions between DIVISION and a student/client.
4. Provide for the sharing of appropriate information in the development of IEPs and IWRPs.

VI. SUMMARY

The agreement is set forth to provide information to both the vocational rehabilitation staff and the _________ County Public Schools concerning operations of each agency and procedures that should be followed in accepting referrals, and providing services to student/clients eligible for vocational rehabilitation. It also provides staff guidance in how we should operate on a day-to-day basis. Further development of procedures will be done with staff of both agencies.

VII. CONDITIONS OF AGREEMENT

A. This agreement and the provisions thereof, may be modified at any time by the mutual consent of the Parties provided that any modifications shall be in written form.

B. Either Party may initiate action at any time to terminate the agreement by submitting a written proposal for termination to other parties. Following a reasonable period (no less than 90 days) for deliberation, negotiation, and readjustment on the part of all the parties, the agreement may then be terminated.

ACCEPTED AND APPROVED:

DATE: ____________ ________________________________

Superintendent
__________ County Board of Education

DATE: ____________ ________________________________

Earl W. Wolfe, Director
Division of Vocational Rehabilitation
West Virginia State Board of Vocational Education

MERCER COUNTY VOCATIONAL TECHNICAL CENTER
105 Old Bluefield Road
Princeton, WV

PREVOCATIONAL CAREER EXPLORATION

Overall Objective

Prevocational exploration is primarily a career guidance program. It provides opportunities to systematically sample conditions of work in a variety of career fields. This provides a basis, through observation and supervised participation for an informed career choice.

Objectives

1. To provide those opportunities and experiences which will develop behavioral modification in line with the world-of-work, and personal needs of each student.
2. To provide a variety of vocational experiences, in progressively more competitive situations, which will establish a sound background for future vocational training and/or job placement .
3. To aid in the development of an awareness of self-realization and self-reliance.
4. To develop efficient, safe and responsible work habits.
5. To introduce and reinforce those skills, knowledge, concepts and attitudes needed to perform will in an industrial setting.
6. To bring those vocational opportunities found in the community into the scope of the students' awareness and understanding and provide training in those vocational areas when applicable.
7. To provide a variety of experiences which will develop home living skills.

Course Description

Students are divided into three groups rotation among three instructors. Field trips are taken to the local businesses in relation to career area being studied.

Prevocational Career Areas

- Housekeeping
- Laundry
- Child Care
- Food Service
- Sewing
- Health (Home Nursing and First Aid)
- Business
  - Typing
  - D.E. - Clerk, money handling
  - Clerical - use of phone, calculator, cash register, filing.

Plumbing
Woodworking
Small Engine
Auto Servicing
Metals
Masonry
Electricity

Job Seeking Skills

1. Job Exploration
2. Finding job
3. Applications
4. Interviews
5. Time clock
6. Paycheck
7. Taxes
8. Budget
9. Safety

Career Guidance

1. Understanding self (self-appraisal)
2. Personality development
3. Getting along with others (employer, co-workers, parents, peers)
4. Dating and marriage
5. Consumer Education
6. Grooming
7. Good work habits

	1st	2nd	3rd	4th	5th	6th
Alvis	Job Survival Skills Good Work Habits	Home Nursing (Health Aide)	First Aid	Distributive Education Business Occupations	Job Seeking Skills	Consumer Educatio
Gooch	Personality Development	Foods	Sewing	Housekeeping & Laundry	Child Care	Grooming Dating Marriage
Thomas	Sketching Measurements	Woods	Small engine Auto Servicing	Masonry	Electricity	Plumbing Metals

Evaluation, Career Exploration and Training Program for Handicapped Students in Putnam County Schools

Kenneth Higginbotham - Superintendent Putnam County Schools - Winfield
Paul Knapp - Director of Vocational Curriculum - Putnam County Schools
Mrs. Flora Lee Vaughn - Director of Exceptional Curriculum - Putnam County Schools
Allen Messinger - Co-Principal - Administration - Winfield Middle School
Norman S. Welton, Jr. - Co-Principal - Instructional - Winfield Middle School
Mrs. Alma G. Page - Vocational Handicapped Teacher - Winfield Middle School
Arthur "Joe" Reynolds - Vocational Handicapped Teacher - Winfield Middle School

Evaluation, Career Exploration and Training Program for Handicapped Students in Putnam County Schools

This is an outline of our program for 3 hours per day for 1 semester which includes values, attitudes and habits, human relationships, occupational information and job and daily living skills.

1. School Based Assistance Teams makes recommendation.

2. Parent Permission for Evaluation.

3. GATB (BD/some EMH/LD students), NATB (EMH/Ld), SPIB Form T (Social and Prevocational Information Battery Form T (TMH), and WRAT (all students).

4. SEPAC to determine if student is placed in program. If student is placed in program, will be involved in the following:

5. Working for a Living unit - Pre-Post Test on Career Awareness.
   a. Why Work? Filmstrip and discussion.
   b. Meeting your needs. Filmstrip, worksheet on basic needs, in between needs, desires and social needs.
   c. Feeling useful. Filmstrip, self concept and work skill sheet.
   d. Working for a better life. Filmstrip. You can succeed skill sheet.

6. Work Habits and Attitudes. Pre-post test.
   a. Getting along on the job. 4 filmstrips. Positive and negative attitude check list.

7. Employment Opportunities - hands-on experiences.
   a. Health and Hospital Occupations. Movie about working in a hospital. Filmstrip - Hospital Occupations. Student will take and record pulse, blood pressure and temperature. School nurse visit class.
   b. Laundry-Dry Cleaning Occupations. Filmstrip. Student booklet with worksheets. Student will sort, wash and dry a load of laundry.
   c. Food Service Occupations. Filmstrip - Working in a Restaurant. Student booklet with worksheets. Student will measure, mix and bake biscuits, cookies, rolls, cinnamon rolls, make candy and operate dishwasher.
   d. Clerical Occupations. Filmstrip. Student will operate calculator, cash register, copier, mimeograph and will do first five typing lessons. Student will do alphabetical and numerical filing.
   e. Fabric Services. Student will learn to operate sewing machine and use tools to measure, cut, mark, sew and press an article using a commercial pattern. Some possibilities which the students have done include: pillow, sweat pants, shirt and duffle bag.
   f. Drafting. Student will learn drafting tools and their use, use student booklet with worksheets and draw lamp.
   g. Building Construction. Filmstrip. Student will construct lamp using tools safely and will sand, stain and varnish lamp.

h. Building and Grounds. Filmstrip. Student will learn inside and outside maintenance using equipment safely and learn to service it.

i. Small Engine. Student will identify major parts, function, safety and do maintenance check.

j. Printing. Filmstrip. Student will learn to operate printing equipment.

Note: Masonry and Auto Mechanics have been added to the program.

Note: We are in the process of writing a proposal for a grant to add COATS to our evaluation program.

8. Evaluation to determine area for pre-training and eventual entry into Vocational Center.
    a. GATB or NATB Occupational Aptitude Patterns and Worker Trait Groups.
    b. Student attitude sheet (like-dislike) for 10 Employment Areas.
    c. Teacher observation sheet for 10 Employment Areas.
    d. Interest Inventory (WRIOT or AAMD-Becker Reading Free Interest Inventory.
    e. Interest Scramble Survey (VESEP II)
    f. Survey of 160 Enabling Skills (VESEP II)
    g. Comparison of student's enabling skills to the enabling skills required of vocational choice or choices.

9. Training in vocational choice area to bring student up to entry level skills. Training program to be written for each of 10 employment areas.

10. Student visit Vocational Center in vocational choice area to adapt to Center, shop area, instructor and for social adjustment.

11. Job Exploration. Pre-post test.
    a. Finding a job.
    b. Job application.
    c. Job interview.
    d. Pay check.
    e. First weeks of work skill sheet.

12. Follow up. Vocational Handicapped teachers will check on progress and visit students placed in area at Vocational Center to see if they can be of assistance or what needs added to program (pre-training) to make it more beneficial to students.

This entire program is based on values, attitudes and habits, human relationships, occupational information and job and daily living skills. We have found in working with handicapped students that their values, attitudes, habits and human relationships need constant reinforcement and opportunities for practice and success in these areas. The occupational information and job and daily living skills are much easier to teach. While teaching these, we constantly work on the other two areas.

This year (1979-80), we have worked with Trainable Mentally Handicapped (3), Orthopedically Impaired (1), Spina Bifida (1), Cerebal Palsy (1), Behavioral Disordered (4), and EMH/LD (11). We are in the process of evaluating 1 TMH, 3 EMH/Ld and 1 Visually Impaired.

February, 1980

TEACHER CONSULTANT ROLE IN REGULAR AND ADAPTED VOCATIONAL EDUCATION

PROBLEM STATEMENT

Currently, local educational agencies are placing handicapped students in regular and/or adapted vocational education programs with inadequate or no supportive services from special education. Vocational education instructional staff are not prepared to provide the range of special programs and services necessary to assure the success of the individual handicapped student in either of these instructional settings. Current preservice and inservice delivery systems do not meet the needs of vocational education personnel providing programs and services for handicapped students.

BASIC DESIGN

Based on the preceding information, the Interagency Council has developed a model for the delivery of special education services in regular and adapted vocational education programs. With the implementation of this model, the above-stated problems will be alleviated.

The basic design of this model is one wherein special education support services are provided to eligible handicapped students by a teacher consultant of vocational education (TC/VE). The TC/VE must be certified teaching professionals knowledgeable in the areas of handicapping conditions and the modification of instruction including materials, personnel, process and curriculum.

The primary responsibilities of the special education TC/VE are to:

1. Provide services to students whose handicaps are such that they may be educated effectively within a regular or adapted vocational education program when supportive service is provided to them, and
2. Provide a consultation service to vocational education instructional staff who have handicapped students in their classrooms.

The utilization of the expertise of the TC/VE must include but may not be limited to the following specific responsibilities:

1. Provision of curriculum modification,
    - a. Cooperate in the development of vocational education curriculum to meet the needs of individuals with various disabilities.
    - b. Cooperate in the development of individualized vocational education curriculum necessary to meet the needs of a specific individual.
    - c. Consult with vocational education professional and paraprofessional staff regarding learning difficulties, adjustment problems, and the need for further curriculum modification.
    - d. Provide assistance in reaching learning problem resolution and implementation of solutions to such learning problem situations with the vocational education professional and paraprofessional staff.

e. Participate in the cooperative identification and development of math, reading and vocabulary skills directly related to the student's vocational education program. Provide and/or make provision for the necessary instruction in these math, reading and vocabulary skills.

2. Become familiar with the vocational education curriculum, teaching methods and teaching learning strategies used with non-handicapped vocational education students.

3. Assist and participate in the design and implementation of teaching and learning strategies to meet the needs of handicapped students enrolled in vocational education programs.

4. Provide to vocational education personnel information and assistance necessary to modify the regular vocational education teaching methods in order that the handicapped student may achieve the same objectives as the regular student.

5. Assist in the development and implementation of appropriate evaluation techniques directly related to the specific regular or adapted vocational education program objectives.

6. Assist in the modification of a vocational education learning station to meet the handicapped student's needs.

7. Assist in the modification of tools and equipment to meet the handicapped student's needs.

8. Assist in the provision of a safe learning environment in the vocational education program.

9. Assist in the information gathering process to assure and/or determine program appropriateness and placement; and/or make recommendations to the EPPC/IEP for changes in the vocational education program placement.

10. Assist and participate in meeting the day-to-day personal and vocational counseling needs of the handicapped students.

11. Assist and participate in interagency efforts concerning appropriate work experience programs (workstudy and co-op) and job placement activities.

12. Work to foster positive relationships, attitudes and understandings between and among handicapped and regular students and vocational education staff.

13. Assist the handicapped student to adjust to a variety of circumstances involved in participation in a new environment (vocational education program) i.e., fear of failure, hostility, peer rejection. etc.

14. Participate in annual review/IEP process and plan for the next school year.

Michigan State Department of Education.

SUMMARY OF JOB DESCRIPTION
FOR THE SPECIAL NEEDS COORDINATOR

A. General Responsibilities:

1. Coordination of Special Needs Program on shared time basis for school districts.
2. Directly responsible to Supervisor of Vocational Education for _______________.
3. Hired and supervised by Public Schools, as the fiscal agent for a period of 184 days plus one week during the 19__-19__ school year.

B. Specific Responsibilities:

1. Implement goals and objectives as set forth in proposal; develop guidelines consistent with those goals.
2. Develop procedures for identification of disadvantaged and handicapped students.
3. Assist in placement of students in preparatory vocational education classes.
4. Assist in transportation arrangements for students.
5. Assist in hiring and placement of paraprofessionals.
6. Orientation and training of the paraprofessionals and vocational education instructors in the program.
7. Evaluate and recommend adaptive curriculum for instruction.
8. Provide consultive services and support to teachers, administrators, and paraprofessionals involved in the program.
9. Maintain communication and liaison in all seven school districts.
10. Assist in making recommendations to the Co-op coordinators for job placement.
11. Provide vocational and occupational counseling and support services to students in program.
12. Develop forms and procedures to expedite program.
13. Prepare reports required by State, and local superintendents and principals.
14. Work with attendance problems, behavior problems, attend IEP meetings, communicate with resource teacher, for handicapped students.

C. Qualifications:

1. Certification in Special Education.
2. Knowledge of secondary needs of handicapped students and vocational education.

Michigan State Department of Education

WHAT PARENTS CAN DO

I. Become aware of vocational choices.

  A. Everybody works at something...what can your student do?
  B. Take your student to as many job sites as possible where he/she can observe people working.
  C. Help your student get in touch with the realities of his/her abilities in order that he/she not become unrealistic in the type of work he/she can do.
  D. Read materials regarding various job clusters and the changing world of work.

II. Get your student ready for the world of work.

  A. Birth certificate
  B. Driver's license
  C. Social Security Number
  D. Work permits (where necessary - ages 14-17)
  E. Personal data regarding education, references, work experience

III. Develop an awareness of your student's strengths and weaknesses for employment.

  A. Can he/she follow directions?
  B. Does he/she have any fears?
  C. Can he/she lift (how many pounds), walk backwards, coordinate his/her large or fine muscles?
  D. Is he/she on time for his/her commitments?
  E. Can he/she communicate, and how well?
  F. Can he/she work independently?
  G. How does he/she relate to peer groups, to authority figures?
  H. Is he/she persistent in his/her work?
  I. Does he/she work quickly, carefully, etc.?
  J. Is he/she aware of rules for safety?
  K. Is he/she on medication?
  L. What physical problems would narrow his/her job opportunities?
  M. Does he/she enjoy being with people, animals, children, men, women, other?
  N. Would he/she be better working with things or people, alone or with others, outdoors or indoors?
  O. Does he/she have any fears regarding machinery, animals, factories, nudity, sickness, or the public?

IV. Model the essentials of being a good worker at home:

  A. Always be on time.
  B. Do not take more than correct amount of time for lunch or rest periods.
  C. Keep yourself neat and clean.
  D. Be willing to learn.

E. Keep your area of work clean and neat.
F. Be willing to work hard.
G. Do not be a troublemaker or gossip.
H. Do not cheat or be dishonest.
I. Follow the rules of the company.
J. Be happy, cheerful, and helpful.
K. Use good manners at all times.
L. Ask questions when you do not understand.
M. Do not leave your job until it is finished.
N. Look for things to do on your own.

Special Needs Program,
Holland School District,
Holland, Michigan

PROGRAM DESCRIPTIONS

WORK ADJUSTMENT PROGRAM

The work adjustment program is designed for handicapped adults 16 years of age and older who: 1) have never worked, 2) may have worked before they became disabled but now experience problems related to work, or 3) have a great deal of difficulty obtaining or holding a job. The program has primary emphasis upon attainment of the following objectives:

1. Developmental treatment in areas of work tolerance, work habits, basic work skills, and work adjustment oriented toward competitive employment.

2. Diagnosis of employability and development of a positive work personality picture.

3. Evaluation of work capacities and development of work adjustment skills to the highest functioning level possible within period of service.

4. Professional focus upon interpersonal relations with supervisors, co-workers, and adaptation to work pressures.

5. Determination of vocational goals for the individual and approximate length of time to obtain goals.

The work adjustment program is structured so that services may be provided to various individuals who display inappropriate behaviors which may hinder them from functioning properly in a vocational development. The nature of the behaviors may be such that all possibilities for successful employment seem to be eliminated.

The Work Adjustment Program strives toward the optimal development of:

1. Physical capacities such as sitting, standing, and general work stamina.
2. Psychomotor skills, i.e., eye-hand coordination, finger dexterity.
3. Interaction with supervisors and co-workers.
4. Work habits such as attendance, punctuality and positive job attitudes.
5. Proper attire for job task, grooming and hygiene.
6. Work performance and development of positive job seeking skills.
7. Quality and quantity of work.
8. Work orientation.
9. Systematic approach to tasks.

Often the handicapped person's greatest need is to become adjusted to the daily routine of work with its many facets. Prolonged idleness caused by extended medical treatment and convalescence or unfamiliarity with the everyday responsibilities of the world of work can be formidable deterrents to competitive employment. Acquisition of these habits and attitudes is the goal of Work Adjustment Services.

As the individual becomes better adjusted to work, the work adjustment program becomes less permissive. More realistic standards are imposed, and the pressures that might be expected in a competitive work situation are introduced. The speed with which the person progresses in his adjustment to work determines the length of his program.

Generally, the maximum period of time spent in Work Adjustment is one year; the minimum period of time is three (3) months. An individual may move out of this status sooner than one year or may need a slight amount of time beyond one year (e.g., 2 - 3 months), depending on the vocational readiness of the individual as determined by monthly evaluation and level of skills.

Activities involved in Work Adjustment that assist in achieving individual's goals may include one or more of the following:

A. Work Therapy -- A work setting that resembles, as closely as possible, work found in the community outside the rehabilitation facility, with a primary emphasis on productivity, and which includes payment for work in direct relation to the production of the worker. Purposes may include the beliefs that: a) placing an individual in a real work setting will give him/her the opportunity to learn acceptable work behavior, b) "real" work will help the individual see himself/herself as a useful person and this will increase his/her self-concept, motivation, etc., c) in a sheltered work adjustment setting, the individual will have the opportunity to correct his/her behavioral problems without threat of being fired or punished.

B. Individual or Group Counseling -- Counseling provided to help individuals toward overcoming obstacles to their personal growth, wherever these may be encountered, and toward achieving optimum development of their personal resources.

C. Adult Basic Education -- Remedial services are provided to strengthen the individual's weak educational areas. Classes invloved english, math, social studies, G.E.D. preparation, etc.

D. Personal Adjustment Services -- These are provided by the Work Adjustment Training Instructor or casemanager, accomplished through individual or group sessions and deal with such areas as grooming, basic living skills, money management, etc.

E. Work Evaluation -- Structured, systematic assessment of an individual's work aptitudes, abilities, interests, strenghts, weaknesses and vocational areas that might be appropriate. (This is scheduled as a separate service to W.A.)

An individual Rehabilitation Program is developed for each person in Work Adjustment and outlines the goals for his/her program, how they are to be accomplished and when a review will occur. A monthly evaluation is completed on each individual by the Work Adjustment Training Instructor. This is partially accomplished by means of a Likert scale check-list, which will be completed at the end of each month. In order for an individual to proceed to Work Experience or Sheltered Employment statuses, he/she must:

1. Reach a rating of three (3) (Workshop Standards) on all factors and maintain that rating for a period of three consecutive months.

2. Have behavioral observations which will be done at a minimum of one behavioral composite a week, that indicate readiness for work experience or sheltered employment. The individual in Work Adjustment Training is staffed periodically, with the participation of referring agencies whenever possible.

M. A. Valentine
WV Department of Education
Capitol Complex B-6, Room 315
Charleston, West Virginia 25305

MAV: 3/80

EXTENDED EMPLOYMENT

WORK EXPERIENCE

The Work Experience Program should have primary emphasis upon attainment of the following objectives:

1. to demonstrate proven work experience,
2. to develop specific career goals,
3. to continue to maintain and further develop good work habits,
4. to acquire and enhance the basic skills within their chosen career area, and
5. to develop an appropriate repertorie of job seeking skills.

Clients move into this program from Work Adjustment due to a need to make further improvements before they can be considered for employment or training in the community.

The Work Experience program may include a continuance of some of the programs begun in WAT (such as: Adult Basic Education, Training, Counseling, Work Therapy, Evaluation) plus placement counseling, Job Readiness Skills classes and indepth career exploration. The IRP is continued and modified as appropriate.

Evaluations are completed in similar fashion as those of WAT; however, they are done at the end of each quarter of their program. Clients are expected to reach minimum ratings of four (4) on each factor assessed before placement can be considered.

There are no specific time limits on an individual's stay in the work experience program. Time limits are built into each client's IRP and achievement of goals and placement is assessed accordingly.

SHELTERED EMPLOYMENT

The objective of Sheltered Employment is to provide employment to those handicapped individuals for whom placement is not feasible. This includes clients limited by age, severity of disability, lack of work experience, or a desire to work in a sheltered environment. If an appropriate situation should arise, these individuals can be placed even though it is not required.

Services to these individuals are only upon demand or need since they are considered more of a sheltered employee than a client in preparation for outside work or training. Their work must meet workshop standards, however, to warrant staying in the workshop.

Evaluations for sheltered employees is similar to those under work experience; completed at the end of each quarter. A minimum rating of three (3) on each factor assessed is required.

Again, there are no specific time limits on individuals in this phase of extended employment. In the event of a decrease in ratings, a staffing will be held with the individual to discuss the matter and outline a plan to move quickly back to workshop standards.

VOCATIONAL EDUCATION ASPECTS OF THE INDIVIDUAL EDUCATION PROGRAM

The individual education program (I.E.P.) is an outgrowth of the federally mandated appropriate education for handicapped learners. As such the I.E.P. is intended to strengthen the quality and extent of services to students. It is designed to outline the scope and sequence of handicapped learners' educational experience.

The vocational education aspects of the I.E.P. is that section of the total document directly related to vocational education. This paper is designed to provide pertinent information about the vocational aspects of the I.E.P., and includes three major sections: (1) participants in the development of the vocational education aspects of the I.E.P.; (2) developmental sequence of the vocational education aspects of the I.E.P., and (3) an appendix of sample sections of the I.E.P.

Participants in the Development of the Vocational Education Aspects of the I.E.P.

1. Related vocational or special education teacher
2. Appropriate vocational area instructor
3. Parents or guardians of student
4. When feasible, vocational supervisor or coordinator
5. Coordinator of special education or appropriate representative of school system who supervises or provides special education services
6. When appropriate, the student
7. When appropriate, vocational evaluator

Developmental Sequence of the Vocational Education Aspects of the I.E.P.

1. Determination of present levels of vocational performance

   What to Include

   a. student preferred interest

   b. results of interest assessment, if available

   c. results of aptitude assessment, if available

   d. prior vocational or occupational experiences

   *e. results of exploration activities in and among various regular vocational programs

   Where to Include:

   As part of student assessment or present level of performance data on total I.E.P.

   *If not available, and assessment data is inadequate, exploration activities in and among regular vocational programs may be reflected in statement of annual goals and short term objectives.

2. Statement of annual goals and short term objectives

   Annual Goal

   What to Include:

   a. *Scope* of the student's vocational education experience

   b. Vocational education cluster area, sub-cluster area, or unit that student will be involved in

   Where to Include:

   As attachment to total I.E.P., and on total service plan in appropriate place

   Short Term Objective

   What to Include:

   a. *Sequence* of student's vocational education experience

   b. Vocational education sub-cluster area, unit, or task that student will be involved in

Where to Include:

As part of attachment to total I.E.P.

Stages of Annual Goals and Short Term Objectives

STAGE I A general statement of the scope and sequence of the regular vocational education program or general area of a vocational program.

Examples of STAGE I annual goal and first short term objective:

ANNUAL GOAL: Student will be able to demonstrate job entry level skills in construction trades sub-cluster of carpentry.

FIRST SHORT TERM OBJECTIVE: Student will be able to demonstrate basic skills in measuring layout and checking.

(For more complete examples, see appendices I, and II)

STAGE II The readjustment of STAGE I so that short term objectives become current individual annual goals that are sequenced to form new short term objectives.

Example of STAGE II annual goal and first short term objective:

ANNUAL GOAL: Student will be able to demonstrate basic skills in measuring, layout and checking

FIRST SHORT TERM OBJECTIVE: Student will be able to utilize measuring devices in carpentry.

(See appendix II)

STAGE III The readjustment of STAGE II so that STAGE II short term objectives become current annual goals that are sequenced to form new short term objectives.

Example of STAGE III annual goal and first short term objective:

ANNUAL GOAL: Student will be able to utilize common measuring devices in carpentry.

FIRST SHORT TERM OBJECTIVE: Student will be able to identify steel tape rule.

(For more complete examples, see appendices I and II).

The various stages can be continued indefinitely, or until instruction is appropriate for individual student needs.

Resources for Developing Annual Goals and Short Term Objectives for Vocational Education Aspects of the I.E.P.

A. Vocational education instructors who utilize a sequenced curriculum approach (probably most valid resource)

B. V'TECS Catalogs which are presently available in a variety of occupational areas

C. State curriculum guides or supplements in the various occupational areas

D. Local curriculum guides or supplements in the various occupational areas

3. Specification of vocational education services to be provided and the duration of services

What to Include:

a. date of initiation

b. programs that student will be enrolled in

c. additional agencies or services (including curriculum or equipment modifications) that will be provided to student

d. percentage of student time in regular vocational classes

e. projected length of services

f. projected review date

Where to Include:

As part of I.E.P. in appropriate section, usually on total service plan.

4. Specification of evaluation criteria

What to Include:

If annual goals and short term objectives are properly stated, they can suffice as evaluative criteria. However, as objectives and goals are met, they should be recorded and checked off on the statement of annual goals and short term objectives (attachment to I.E.P., appendices I and II.) Proof of attainment (data, tests, check lists, etc.) can be kept in individual student folders, and presented at the annual review.

Where to Include:

As part of individual student records, and checked in appropriate place on statement of annual goals and short term objectives, vocational aspects of I.E.P.

Douglas H. Gill, Project Coordinator
Vocational Programs for the Handicapped
Georgia Southern College

CARPENTRY--
Stage I

1 SAMPLE
INDIVIDUAL EDUCATION PROGRAM*
Vocational Education Aspects

Student Smith Grade 10 Date 2-1-79 RVI Teacher Jones

Vocational Instructor Wilson

Figure 21
APPENDIX I

V-6

Long Range Objective:

Student will be able to demonstrate job entry level skills in construction trades sub-cluster of carpentry	
	Accomplished
	Progress being made
	Progress not made
	Objective dropped
Comments	

Short Term Objectives:

1.

Student will be able to demonstrate basic skills in measuring, layout and checking	
	Accomplished
	Progress being made
	Progress not made
	Dropped
Comments:	

2.

Student will be able to demonstrate basic skills in using hand saws	
	Accomplished
	Progress being made
	Progress not made
	Dropped
Comments:	

3.

Student will be able to demonstrate basic skills in using power saws	
	Accomplished
	Progress being made
	Progress not made
	Dropped
Comments:	

4.

Student will be able to demonstrate basic skills in using hand drilling tools	
	Accomplished
	Progress being made
	Progress not made
	Dropped
Comments:	

5.

Student will be able to demonstrate basic skills in using power tools	
	Accomplished
	Progress being made
	Progress not made
	Dropped
Comments:	

6.

Student will be able to demonstrate basic skills in using driving tools	
	Accomplished
	Progress being made
	Progress not made
	Dropped
Comments:	

*Developed from State Curriculum Guides or Curriculum Supplements.

SAMPLE

CARPENTRY--
Stage II

INDIVIDUAL EDUCATION PROGRAM*
Vocational Education Aspects

Student *Smith* Grade *10* Date *2-1-79* RVI Teacher *Jones*

Vocational Instructor *Wilson*

Long Range Objective:

Student will be able to demonstrate basic skills in measuring, layout and checking	
	Accomplished
	Progress being made
	Progress not made
	Objective dropped
Comments	

Short Term Objectives:

1.	2.	3.
Student will be able to accurately utilize common measuring devices in carpentry	*Student will be able to accurately utilize common layout devices in carpentry*	*Student will be able to accurately utilize common checking devices in carpentry*
☐ Accomplished	☐ Accomplished	☐ Accomplished
☐ Progress being made	☐ Progress being made	☐ Progress being made
☐ Progress not made	☐ Progress not made	☐ Progress not made
☐ Dropped	☐ Dropped	☐ Dropped
Comments:	Comments	Comments:

*Developed from State Curriculum Guides or Curriculum Supplements.

Figure 22

IEP/IWRP EXERCISE

1. Evaluation data and eligibility for vocational services:

   A. What are indications of the intelligence score?

   B. What are implications of the achievement levels obtained by the Wide Range Achievement Test (WRAT) and Stanford Achievement Test (SAT)?

   C. What are the educational strengths and weaknesses?

   D. What are the student's areas of expressed interest?

   E. The client/student has received special education services through the resource room. Do you feel the client is eligible for Vocational Rehabilitation services? For what reasons?

   F. Do you feel the student meets the eligibility criteria for the identified vocational education training program?

2. Personal characteristics and independent living skills:

   A. What areas does the student need to improve?

   B. What characteristics might you feel the student needs to succeed in any training program?

3. Available training options:

   A. What might be the most appropriate training options?

      Work experience
      OJT
      In-school experience
      Vocational education program

   B. What supportive services might be needed for the student to succeed?

4. List some objectives for the vocational education program?

5. Identify the long range and intermediate objectives for the VR plan?

6. What information appears to be lacking in these plans? What might you add?

A. S & S #235-14-1462
Pupil JILL DOE
Birthdate 7-7-64
Current Grade 11
Yrs. in School 11
County BESTUM
School UTOPIA

INDIVIDUALIZED EDUCATION PROGRAM

TOTAL SERVICE PLAN

(This plan does not constitute a legal and binding contract)

DP-4a

Projected:

Date for Comprehensive re-evaluation
Date for IIP Review
Program termination date

B. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

Achievement	Ability	Other	Other
SAT- Reading Comp. 3.1 Math Comput. 3.8 WRAT- Word Recog. 3.2 Spelling 3.0 Math 3.9	Work Samples indicated good manual dexterity, eye-hand-foot coordination	[W.A.I.S. I.Q. 65-70] W.R.I.O.T. Interests: Food Handling Child Care Cleaning Social Service	

Health ✓ Date
Visual Screening ✓
Auditory Screening ✓
Phys./Occup. Eval. Info.
Medical Eval. Info.
Other

C. EDUCATIONAL NEEDS
EMR Placement for: Math
Language Arts

RELATED NEEDS
JOB SEEKING SKILLS

COMMENTS**
Work eval. indicated:

Voc. Assets	Voc. Limitations
• attendance	• Verbal expression c̄ compreh.
• ability to follow directions when shown	• recall
• good form perception	• socialization skills
• stays with task	• frustration tolerance

D. PROGRAM	Configuration	Area/Level
Sp. Ed.	Resource	EMR
Related Services	Voc. Rehab.	
Phys. Ed.	Regular	
Vocational Ed. etc.	Food Service	- Reg. w/ modificat.
Regular Ed.	Integration	Soc. Studies

E. LONG RANGE GOALS
1. To improve socialization skills.
2. To improve spelling skills.
3. To improve reading skills.
4. To increase math skills.
5. To develop vocational skills.

Transportation - Regular X Special Spec. Devices/Equip.
Location Length of time Special Care
Arrangements to related service
Contact Person Phone

G. PLACEMENT ADVISORY COMMITTEE MEETING
School date

Signature	Position	Agreement
	Administr.	Yes No
	Evaluator	Yes No
	Specialist	Yes No
	Parent	Yes No
		Yes No
		Yes No

* * * * * * * * *

County date

Signature	Position	Agreement
	Administr.	Yes No
	Evaluator	Yes No
	Specialist	Yes No
	Parent	Yes No
		Yes No

F. INTERIM DECISION

______ Recommended for further evaluation
______ Referred to County/PAC
______ Recommended for later date
Reason ______ County ______ School

H. APPROVAL: I have been notified of Evaluation Results, Procedural Safeguards (DP-13), Placement, Recommendations and Goals. I agree with the Total Service Plan.

Parent's Signature ______ Date ______

White-County Yellow-School Pink-Parent Goldenrod-Verification Rev. 1/81

**Options considered and reasons those options were rejected.

Figure 23

Page 1 of _____ DP-5a

PUPIL JILL DOE
COUNTY BESTUM Date
SCHOOL UTOPIA
S & S#235-14-1462 Birthdate 7-7-64
GRADE 11 Yrs.in School 11
Projected date for Initiation
TSP Completion Date
IIP Meeting Date
Please indicate:
____1st Revision Date
____2nd Revision Date
____3rd Revision Date
To be re-evaluated May
CHECK ONE: ___Original ___Revision

INDIVIDUALIZED EDUCATION PROGRAM: IMPLEMENTATION PLAN
(This plan does not constitute a legal and binding contract)

IMPLEMENTERS

Signature	Position	Agreement
	Administr.	Yes No
	Receiving Teacher	Yes No
	Evaluator	Yes No
		Yes No
		Yes No
		Yes No

I have read or had read to me the Implementation Instructional Plan and the attached procedural safeguards-DP-13. I understand the contents and the implications and I agree.

Parent/Child Signature of Approval Date

STATEMENT OF PRESENT LEVEL OF PERFORMANCE
SAT - Reading Comp. 3.1
Math Comput. 3.8
WRAT- Word Recog 3.2
Spelling 3.0
Math 3.9
REG.ED. Area/Subject P.E., Voc. Ed-Food Service
Social Studies
Hrs.per week 20 Level 11
Initiation Duration
PHYSICAL EDUCATION: Type Reg.
Time 50min Frequency 2 days/wk.
Transportation Reg.

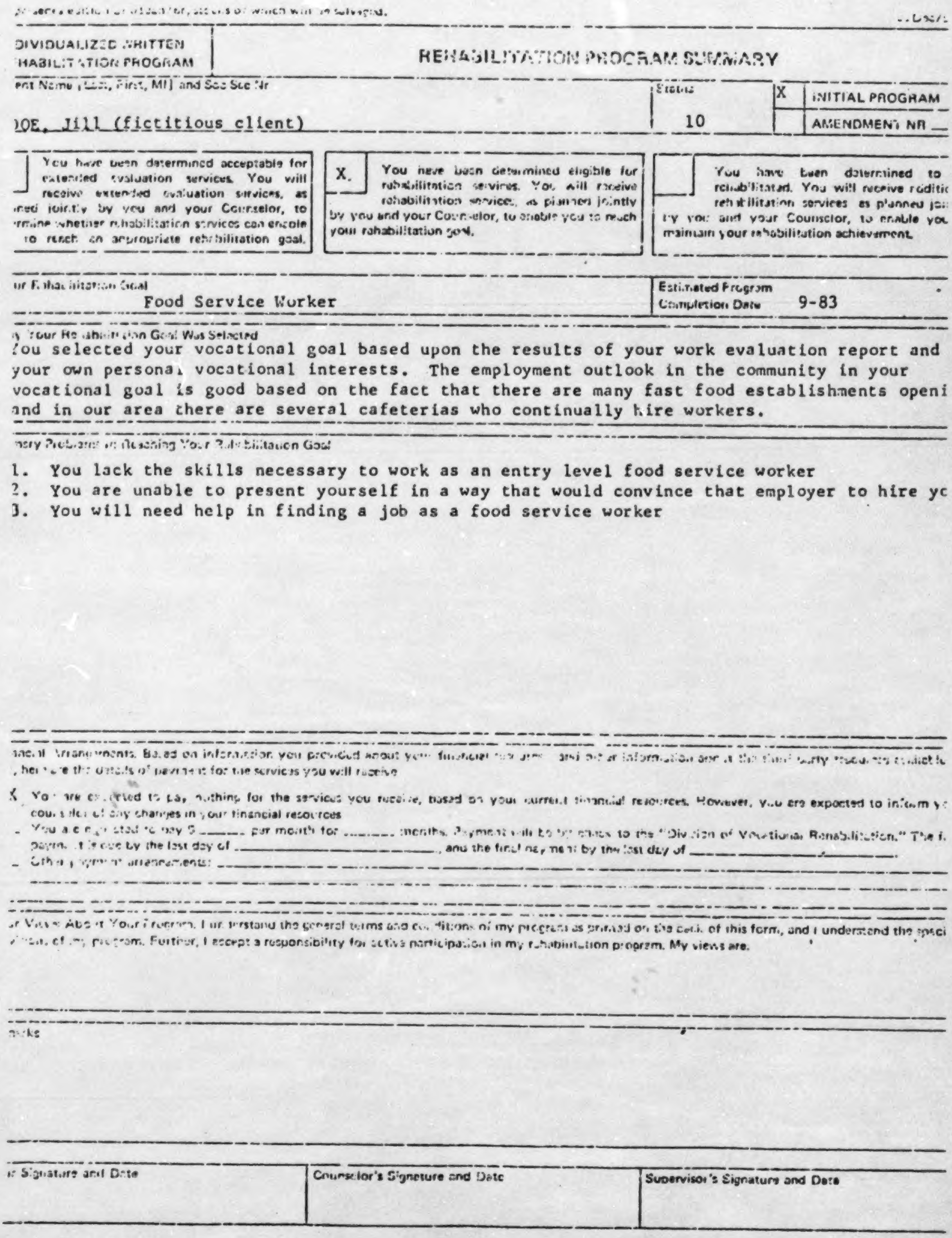
GOAL NUMBER	SPECIAL EDUCATION SERVICES	Frequency Per Week	Length of Session/Class	Projected Date of Initiation	Anticipated Duration	GOAL NUMBER	RELATED SERVICES	Frequency Per Week	Length of Session/Class	Projected Date of Initiation	Anticipated Duration	SPECIAL EQUIPMENT AND MATERIALS
	Math											
	Language Arts											
	Voc. Ed Food Service	5d	3 hrs									Tutoring; tchr. modified tests,

ANNUAL GOALS	SHORT-TERM IMPLEMENTATIONAL INSTRUCTIONAL OBJECTIVES CRITERIA	FOR DETERMINING ON AT LEAST AN ANNUAL BASIS ACHIEVEMENT OF INSTRUCTIONAL OBJECTIVES		MASTERY LEVEL AND DATE OF EACH SHORT-TERM OBJECTIVE / PRESENT LEVEL OF PERFORMANCE (To be kept current)	
		Evaluation Procedures	Date	LEVEL	DATE

Rev. 1/81

White-County Yellow-School Pink-Parent Gold-Verification

Figure 24



presents edition ... used for, stocks of which will be salvaged. ... D&R/...

DIVIDUALIZED WRITTEN HABILITATION PROGRAM	REHABILITATION PROGRAM SUMMARY	

ent Name (Last, First, MI) and Soc Sec Nr: DOE, Jill (fictitious client)

Status: 10

☒ INITIAL PROGRAM

☐ AMENDMENT NR ___

☐ You have been determined acceptable for extended evaluation services. You will receive extended evaluation services, as ...ned jointly by you and your Counselor, to ...rmine whether rehabilitation services can enable ... to reach an appropriate rehabilitation goal.

X. You have been determined eligible for rehabilitation services. You will receive rehabilitation services, as planned jointly by you and your Counselor, to enable you to reach your rehabilitation goal.

☐ You have been determined to rehabilitated. You will receive additic... rehabilitation services as planned joi... by you and your Counselor, to enable you maintain your rehabilitation achievement.

ur Rehabilitation Goal: Food Service Worker

Estimated Program Completion Date: 9-83

y Your Rehabilitation Goal Was Selected

You selected your vocational goal based upon the results of your work evaluation report and your own personal vocational interests. The employment outlook in the community in your vocational goal is good based on the fact that there are many fast food establishments openi and in our area there are several cafeterias who continually hire workers.

mary Problems in Reaching Your Rehabilitation Goal

1. You lack the skills necessary to work as an entry level food service worker
2. You are unable to present yourself in a way that would convince that employer to hire yc
3. You will need help in finding a job as a food service worker

ancial Arrangements. Based on information you provided about your financial resources and other information about the third party resources available, here are the details of payment for the services you will receive

X You are expected to pay nothing for the services you receive, based on your current financial resources. However, you are expected to inform yc counselor of any changes in your financial resources

_ You are expected to pay $ ______ per month for ______ months. Payment will be by check to the "Division of Vocational Rehabilitation." The f. payment is due by the last day of ______________________, and the final payment by the last day of ______________.

_ Other payment arrangements: ______________________________

ur Views About Your Program. I understand the general terms and conditions of my program as printed on the back of this form, and I understand the speci...ations of my program. Further, I accept a responsibility for active participation in my rehabilitation program. My views are.

marks

...r Signature and Date	Counselor's Signature and Date	Supervisor's Signature and Date

Supersedes WVDVR-9CB, stocks of which will be salvaged.

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INDIVIDUALIZED WRITTEN REHABILITATION PROGRAM	INTERMEDIATE REHABILITATION OBJECTIVES AND SERVICES

Client Name (Last, First, MI)	Status
DOE, Jill (fictitious client)	10

This document has been prepared as an additional explanation to you of the intermediate objectives that must be accomplished for you to re rehabilitation goal and of the related services you will receive. It is important that you fully understand your intermediate objectives and how the related services will help you to accomplish them. Your intermediate objectives, or the services you receive, may need to be changed later in response to devel as you proceed. This document is not a contract, and the entire program is subject to appropriate supervisory approval.

INTERMEDIATE OBJECTIVE NR. 1	Estimated Inclusive Dates 9-82 - 5-83

Statement of Objective

To acquire the skills necessary to work as an entry level food service worker.

How We Will Know Whether You Reach Your Objective

This objective will be reached when you complete successfully the three hour one year vocational course in Quantity Food Service at WPHS and when you gain better skills in reading comprehension through your special education courses at WPHS.

How And When We Will Evaluate Your Progress

Through progress grade reports from your Quantity Food Service instructor and from your general grade reports. Also with consultation with special education department head and teachers.

	REHABILITATION SERVIC
	Diagnostic and Related
✓	Counseling and Guidanc
	Physical/Mental Restora
X	Rehabilitation Training
	Maintenance
	Transportation
	Tools/Equipment/Stock
	Services for Family Mem
	Placement
X	Other Books & s

Supervisor's Signature and Date

INTERMEDIATE OBJECTIVE NR. 2	Estimated Inclusive Dates 1-83 - 5-83

Statement of Objective

To learn how to present yourself to an employer in the best possible manner.

How We Will Know Whether You Reach Your Objective

This objective will be reached when you have successfully mastered and performed Job Seeking Skills Techniques that were taught and feel comfortable using them in an interview with an employer.

How And When We Will Evaluate Your Progress

We will monitor your progress through scheduled vocational counseling sessions and through Job Seeking Skills training reports and by using a video-recorder to record your role play interview sessions during your training.

	REHABILITATION SERVI
	Diagnostic and Related
✓	Counseling and Guidanc
	Physical/Mental Restora
X	Rehabilitation Training Seeking Skil
	Maintenance
	Transportation
	Tools/Equipment/Stock
	Services for Family Men
	Placement
	Other

Supervisor's Signature and Date

Supersedes VR-OVR-909, stocks of which will be salvaged.

INDIVIDUALIZED WRITTEN REHABILITATION PROGRAM

INTERMEDIATE REHABILITATION OBJECTIVES AND SERVICES

Client Name (Last, First, MI): DOE, Jill (fictitious client)

Status: 10

This document has been prepared as an additional explanation to you of the intermediate objectives that must be accomplished for you to r rehabilitation goal and of the related services you will receive. It is important that you fully understand your intermediate objectives and how the relat selected will help you to accomplish them. Your intermediate objectives, or the services you receive, may need to be changed later in response to dev as you proceed. This document is not a contract, and the entire program is subject to appropriate supervisory approval.

INTERMEDIATE OBJECTIVE NR 3

Estimated Inclusive Dates: 6-83 - 9-83

Statement of Objective

To find and get you a job as an entry level food service worker.

How We Will Know Whether You Reach Your Objective

This objective will be reached when you have obtained a job as a food service worker and have worked successfully for at least sixty days.

How And When We Will Evaluate Your Progress

We will work together to find you a job. After successfully getting a job I will check with you every three weeks to see how you are progressing and whether or not there are any adjustment problems. After working successfully for at least sixty days your case will be closed. Follow up services then will be provided to you if so needed.

REHABILITATION SERV

	Diagnostic and Related
✓	Counseling and Guidan
	Physical/Mental Resto
	Rehabilitation Traini
	Maintenance
	Transportation
	Tools/Equipment/Stoc
	Services for Family Me
	Placement
	Other

Supervisor's Signature and Date

INTERMEDIATE OBJECTIVE NR ___

Estimated Inclusive Dates

Statement of Objective

How We Will Know Whether You Reach Your Objective

How And When We Will Evaluate Your Progress

REHABILITATION SERV

	Diagnostic and Relate
✓	Counseling and Guidan
	Physical/Mental Resto
	Rehabilitation Trainin
	Maintenance
	Transportation
	Tools/Equipment/Stoc
	Services for Family Me
	Placement
	Other

Supervisor's Signature and Date

Supersedes WVDVR-90C, stocks of which will be salvaged.

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0.

DETAILS OF SERVICES TO BE PROVIDED

Status: 10

☒ INITIAL PROG

AMENDMENT

Client Name (Last, First, MI): DOE, Jill (fictitious client)

					Cost Details			Amount To Be P	
Service	Vendor	From (Date)	To (Date)	I. O. Nr	Nr Units	Unit Cost	Total Cost	Client	Other
Counseling and Guidance	WVDVR	2-82	9-83	All	----	----	----	----	----
Vocational training - Quantity Food Service	Vocational Division - Wheeling Park High School	9-82	5-83	1	1 yr. course, 3 periods a day	a/c	a/c	n/c	n/c Ohio Schoc
General and remedial education	Special Education Dept. - Wheeling Park High School	9-82	5-83	1	1 yr	n/c	n/c	n/c	n/c
Job Seeking Skills Training	WV Division of Vocational Rehabilitation	1-83	5-83	2	1	n/c	n/c	n/c	n/c
Job Placement	WV Division of Vocational Rehabilitation	6-83	9-83	3	1	n/c	n/c	n/c	n/c

Counselor's Signature and Date	Supervisor's Signature and Date	SUMMARY		

V-14

RESOURCES FOR CAREER EDUCATION

1. Vocational Assessment of Students With Special Needs: An Implementation Manual

   Research Coordinating Unit and Department of
   Occupational Education and Technology
   Texas Education Agency
   Austin, TX 78701 $7.80

2. Tools Equipment and Machinery Adapted for the Vocational Education and Employment of Handicapped People, compiled by John Gugerty, A.F. Roshal, M.D.J. Tradewell, and Linda Anthony

   Wisconsin Vocational Studies Center
   University of Wisconsin-Madison
   Madison, Wisconsin (608) 263-4357

3. Puzzled About Educating Special Needs Students? A Handbook on Modifying Vocational Curricula for Handicapped Students

   Wisconsin Vocational Studies Center
   University of Wisconsin-Madison
   Madison, Wisconsin (608) 263-4357

(Each regional and local agency has a copy)

4. Psychological Testing in Vocational Evaluation
   Stout Vocational Rehabilitation Institute
   University of Wisconsin, Stout
   Menomonie, Wisconsin 54751 ($2.00)

5. Materials Development Center
   Stout Vocational
   University of Wisconsin, Stout
   Menomonie, Wisconsin 54751 (715) 232-1342

6. Supportive Services for Special Needs Students in
   Mainstreamed Vocational Programs
   Guidelines for Implementation
   W.V. Department of Education
   Bureau of Vocational, Technical and Adult Education

7. Getting Started: Career Education Activities for Exceptional Students (K-9)

   Jill S. Lamkin
   Council for Exceptional Children
   Reston, Virginia

8. Pleasantville Educational Supply Corporation
   21 Paulding Street
   Pleasantville, NY 10570
   Call (914) 769-4266 for a catalogue
   (Distributors of Vocational Assessment Materials such as JEVS, VIEWS, VALPAR, World of Work Life Skills, etc.)
   - Guidance Needs of Special Populations (and)
   - Development of IEPs for the Handicapped in Vocational Education

9. National Center for Research in Vocational Education
   The Ohio State University
   1960 Kenny Road
   Columbus, Ohio 43210

10. Vocational Education Resource Materials
    A Bibliography of Materials for Handicapped and
    Special Education
    3rd edition 1978
    Wisconsin Vocational Studies Center
    University of Wisconsin,Madison
    Madison, Wisconsin (608) 263-4357

11. Everyday Skills Program (Vocational Program for
    Secondary Special Education Students);
    Prince Georges County Schools

    Maryland Vocational Resource Center
    P.O. Box 5548 McMullen Hwy.
    Cresaptown, MD 21502 $10.50

12. Resources for the Vocational Preparation of
    Disabled Youth
    Presidents Committee on Employment of the
    Handicapped
    Washington, D.C. 20010
    (Available from the Superintendent of Documents,
    U.S. Government Printing Office
    Washington, D.C. 20402
    Stock Number 040-000-00418-1)

WEST VIRGINIA
VOCATIONAL CURRICULUM LABORATORY

The West Virginia Vocational Curriculum Laboratory is operated by the Bureau of Vocational, Technical and Adult Education and is located at the Cedar Lakes Conference Center, Ripley, West Virginia 25271.

The Laboratory serves as the state resource center for vocational, technical, adult and career education.

Services of the Vocational Curriculum Laboratory include:

1) Provides over 5000 cataloged materials (printed material available on a 30-day loan basis, audio-visual material available on a 10-day loan basis).

2) Houses the AIM and ARM branches of the ERIC system (microfiche).

3) Prints, inservices and disseminates V-TECS catalogs and West Virginia developed competency based vocational curriculums.

4) Sponsors curriculum development workshops, inservices, seminars, etc.

5) Conducts regional and national searches for curriculum materials. (Purchases or prints material from other agencies or states.)

6) Serves as the West Virginia liaison in the National Network for Vocational-Technical Curriculum Coordination.

7) Conducts fieldtests and evaluations of materials.

All services of the Laboratory are free to West Virginia educators and interested citizens. Materials are made available out-of-state on a cost-recovery basis.

For more information, contact the Vocational Curriculum Laboratory at 372-8673 or toll-free 1-800-642-2670.

VOCATIONAL ASSESSMENT INSTRUMENTS

ACHIEVEMENT

- Wide Range Achievement Test (WRAT)

Progressive Evaluation Systems Corporation
3720 Longview Drive
Atlanta, GA 30341
800 - 431-2016 or 404 - 455-9136

Cost:	Manual	$9.95
	Test Forms, (package of 50)	6.90

Description: The WRAT is a useful tool for the study of progress in coding aspects of basic school subjects. It consists of two levels: Level I is for ages 5-11 years 11 months; Level II is for ages 12-adulthood. Each level has three subtests: (1) reading - recognizing and naming letters, pronouncing words; (2) spelling - copying marks resembling letters, writing name, printing or writing words to dictation, and (3) arithmetic -counting, reading number symbols, oral and written computation depending on age level and ability.

- Woodcock-Johnson Psycho-Educational Battery

Teaching Resources Corporation
50 Pond Park Road
Hingham, MA 02043

Cost:	Complete Set with 25 Response Booklets	$99.50
	Test Analysis and Report Service Certificates (package of 10)	4.50
	Additional Response Booklets (package of 25)	7.25

Description: Integrates tests of cognitive ability, learning aptitude, scholastic achievement, and interest level. Provides a comprehensive overview that can be used as the basis for specific diagnostic and instructional planning. Can also be used for vocational rehabilitation counseling and as a research instrument. The battery of 27 tests may be administered in its entirety in two hours or in single tests.

Part One: Tests of Cognitive Ability (12)
Part Two: Tests of Achievement (10)
Part Three: Tests of Interest Level (5)

APTITUDE AND ABILITY

- Armed Services Vocational Aptitude Battery (ASUB)

Contact local military recruiter

Note: Test Information and Names and Addresses of students are sent to the Department of Defense

Description: Paper and pencil test that measures 12 aptitudes: general information, numerical, attention to detail, work knowledge, arithmetic reasoning, spatial perception, math knowledge, electronic information, mechanical comprehension, general science, shop information and automotive information.

Use: Students with seventh grade reading level. Also deaf, physically handicapped, learning disabled (LD) and behavioral disordered (BD).

Administration: Group; 3 hours

Scoring: Machine

- Career Ability Placement Survey (CAPS)

Edits Publishers
P.O. Box 7234
San Diego, CA 92107

Cost: $54.00 for 30 tests

Description: Paper and pencil test that measures aptitudes: mental reasoning, verbal reasoning, numerical, language, word knowledge, perceptual speed and accuracy, manual speed and accuracy.

Use: Eight+ graders who are good readers. Also useful with deaf, physically handicapped, learning disabled and some blind.

Administration: Individually or in a group; 40 minutes

Scoring: Hand or machine, 20 minutes

- Crawford Small Parts Dexterity Test (CSPDT)

The Psychological Corporation
757 Third Ave.
New York, NY 10017

Description: Revised in 1956; CSPDT is a performance test designed to measure fine eye-hand coordination; two parts: pins and collars, and screws; relates to such jobs as wiring devices, radio work, etching and engraving, and work on other machines;

subject completes entire task and his score is the time required; age groups: high school and adult; norms are presented for several populations from academic students to appliance factory applicants; test can be best used as part of a selection battery; test stands most on face validity; does not duplicate to any important extent the measurements obtained from a test involving gross movements and discriminations; little data available in manual on test's usefulness.

Use: With all students.

Administration: Individual; 15-30 minutes

Scoring: Hand; 5 minutes

- Differential Apptitude Test Battery (DAT)

The Psychological Corporation
757 Third Avenue
New York, NY 10017

Description: Paper and pencil test that measures nine aptitudes, verbal reasoning; numerical ability; abstract reasoning; clerical speed and accuracy; mechanical reasoning; spatial relations; spelling; language usage; general mental ability. Separate answer sheet.

Use: Grades 8-12 with sixth grade reading level. Also useful with deaf, blind (some), physically handicapped, LD, and BD students.

Administration: Group or individual, approximately four hours

Scoring: Hand or machine, 15 minutes

- General Aptitude Test Battery (GATB)

Contact: West Virginia Department of Education
Ms. Therese Wilson @ 348-7010

Description: The General Aptitude Test Battery (GATB) was developed by the United States Employment Service and has been used since 1947 by state employment service offices. Since that time the GATB has been included in a continuing program of research to validate the tests against success in many different occupations. Because of its extensive research base, the GATB has come to be recognized as the best validated multiple aptitude test battery in existence for use in vocational guidance.

The West Virginia Department of Education has an agreement with United States Employment Security for the release of test materials for the General Aptitude Test Battery. This agreement was made with the personnel in

Student Testing and authorizes the designated personnel to train counselors to give the GATB. For the past twelve years the GATB has been utilized in West Virginia as a part of the guidance and counseling program of secondary schools.

The Student Occupational Aptitude Report Record shows the results of test performance for each of the nine aptitudes measured. These nine aptitudes are: General Learning Ability, Verbal Aptitude, Numerical Aptitude, Spatial Aptitude, Form Perception, Clerical Perception, Motor Coordination, Finger Dexterity and Manual Dexterity. Each aptitude test performance is compared with the aptitude ranges considered important for average or satisfactory performance in over 21,000 jobs arranged into 66 Work Groups. The results of the test can be used to provide career information and awareness and give access to the Department of Labor's Dictionary of Occupational Titles (DOT) and related occupational information publications such as the Guide for Occupational Exploration (GOE), the Selected Characteristics of Occupations Defined in the Dictionary of Occupational Titles (SCO) and the AEL Career Decision Making Program. The Department provides free scoring service the first Tuesday in October, December, February and May.

Use: Grades nine+ with a sixth grade reading level, be able to calculate, follow directions.

Administration: 3 hours; Groups of 5

Scoring: Machine

- Hand - Tool Dexterity Test (HTDT)

The Psychological Corporation
757 Third Ave.
New York, NY 10017

Description: Revised in 1965; HTDT was constructed to provide a measure of proficiency in using ordinary mechanical tools; the ability measured is a combination of aptitude and of achievement based on past experience in handling tools; attempts to measure manipulation skills independent of intellectual factors; test consists of a wooden block, bolts, washers, nuts and wrenches; subject is to remove each row of bolts one row at a time from one side of the frame to the other; scoring is the time required to complete the test; age group: high school and adults; norms are presented for eight comparison groups; correlations with other tests indicate that the HTDT measures an ability different from those measured by other tests and may add to the value of a selection battery.

Use: With all students.

Administration: Individual; 5-15 minutes

Scoring: Hand; 5 minutes

- Ludlow Evaluation of Lifting and Carrying

Vocational Evaluation Association
6506 Lancot Hill Circle
Austin, TX 78745

Cost: $25.00

Description: Lift and carry 10 pounds up to 120 pounds can be used with all students.

Administration: Group or Individual

Scoring: Machine

- Minnesota Clerical Test

Psychological Corporation
757 Third Ave.
New York, NY 10017

Cost: Booklets - 100 for $24.00

Description: Tests speed and accuracy in clerical tasks.

Two parts: number and name checking.

Use: Most students including educable mentally retarded, deaf, physically handicapped, LD and BD.

Administration: Group or individual; 15 minutes.

Scoring: Hand; 5 minutes.

- Minnesota Rate Of Manipulation Test

American Guidance Services
Publishers Building
Circle Pines, MN 55014

Costs: $93.00
3.40 for 50 forms

Description: Wooden, colored discs are manipulated through several procedures: placing, turning, displacing and one-hand and two-hand turning. Tests for arm-hand dexterity. Can be used with all students.

Administration: Individual; 20-30 minutes

Scoring: Hand, 5 minutes.

- Purdue Pegboard

Science Research Associates
259 East Erie
Chicago, Illinois 60610

Description: Gross manual and finger dexterity: pegboard with four cups and two rows of 25 holes in which pins are inserted in a timed period.

Use: All students

Administration: Individual; 10-15 minutes

Scoring: Hand; 5 minutes

- Revised Minnesota Paper Form Board Test (PFBT)

The Psychological Corporation
757 Third Ave.
New York, NY 10017

Description: Originally designed in the late 1920's by Paterson, Elliott, Anderson, Toops and Heidbreder; revised edition 1970; PFBT is a 20 minute speeded test consisting of 64 two-dimensional diagrams out into separate parts; for each diagram, subject chooses one figure out of five which is composed of the exact parts that are shown on the original diagram; measures those aspects of mechanical ability requiring the capacity to visualize and manipulate objects in space; test performance appears to be related to general intelligence; age group: 9-16 and adult; score is the number of correct responses minus one-fifth the number of incorrect responses; four norm tables are presented for educational and industrial groups; high validity; long history of effective prediction in many academic and industrial fields, particularly those with a mechanical orientation; valuable for use in educational and vocational guidance and in employee selection; has been proven to be useful in a test battery for making vocational or educational decisions.

Use: Most students, including deaf, physically handicapped, LD and BD.

Administration: Group and/or individual; 20 minutes

Scoring: Hand or machine; 5 minutes

INTEREST INVENTORIES

- AAMD Reading-Free Vocational Interest Inventory

AAMD
5201 Connecticut Ave., NW
Washington, DC 20015

Cost: $1.25 per form

Description: Most liked of three pictures is circled. There are separate male (55) and female (40) forms. Designed for the mentally retarded.

Use: Mentally retarded 14 years of age and older.

Administration: Group or individual; 40 minutes

Scoring: Hand

- Kuder Occupational Interest Survey (KOIS)

Science Research Associates
259 East Erie Street
Chicago, IL 60611

Description: Aids in making a vocational choice or selecting a tentative field of study by identifying interests in relation to occupations. It contains a wide range of 171 scales (form DD-other forms available with a hand punch). The 100 triad items each contain three short statements of different activites. The examinee chooses the one activity in each triad he prefers most and the one activity in each triad he likes least.

Use: Should read at sixth grade level. Because of the size of the print and the lack of contrast between print and paper color, persons with even mild visual problems may have difficulty reading the items.

Administration: Group or individual, untimed - usually 30-40 minutes

Scoring: Machine or hand

- Ohio Vocational Interest Survey (OVIS)

The Psychological Corporation
757 Third Ave.
New York, NY 10017

Cost: $2.90 specimen set

Description: Designed to help high school students respond to job activities on a scale ranging from "like very much" to "dislike very much". Divided into two parts: (1) the

Student Information Questionnaire asks student for stated interest, present educational status, and future career plans; (2) the interest inventory has 280 items containing brief descriptions of activities. Each item requires student to mark a five point scale form from "likes very much" to "dislikes very much".

Use: Grades 8-12; reading level of fifth grade or better; deaf, LD, BD, physically handicapped, blind.

Administration: Group, individual; 90 minutes

Scoring: Machine only; computerized profile charts

- Strong-Campbell Interest Inventory

Stanford University Press
Stanford, CA 94305

Description: Intended to help guide persons into areas where they are likely to find the greatest job satisfaction. Scores are given for 325 items by: (1) six general occupational themes; (2) 23 basic interest scales; (3) 124 occupational scales, and (4) nine administrative and special indexes. Final scores are presented on a printout with standard scores and percentile bands.

Use: With persons who have potential for advanced training; aged 17 and older; must have good reading skills (sixth grade or better).

Administration: Group or individual, untimed-approximately 30 minutes

Scoring: Machine only with computer printout

- Vocational Education Special Education (VESEP II)

Interest Scramble Board
Career Education Resources
3rd Floor, Erickson Hall
Michigan State University
East Lansing, MI 48824

Cost: Approximately $25.00

Description: Assists students in identifying areas of occupational interest. Part of several resources designed for teachers use. Two packets of 50 pictures are arranged on a board (five squares by ten squares) from most like to least liked.

Use: Educable Mentally Retarded (EMR), Deaf, LD and BD students.

Administration: Individual; 30-60 minutes

Scoring: Hand; 15-20 minutes

- Wide Range Interest Opinion Test (WRIOT)

Jastak Assessment Systems, Inc.
1526 Gilkin Ave.
Wilmington, DE 19306

Cost: Initial cost approximately $75.00

Description: Students select from three pictures on each card in a spiral notebook - most liked and most disliked and circle on answer sheet. There are 150 sets of pictures. Profile on 18 occupational groups and two attitudes.

Use: Five year olds and older; EMR, Trainable Mentally Retarded (TMR), Deaf, BD, LD.

Administration: Group or individual; 40-60 minutes or longer depending on student ability

Scoring: Hand; 10-15 minutes.

WORK SAMPLE SYSTEMS

- Comprehensive Occupational Assessment and Training System (COATS)

PREP INC.
1575 Parkway Ave.
Trenton, NJ
(609) 882-2668

In West Virginia:

PALMER Educational Systems
Rt. 2 Box 33
Jane Lew, WV 26378
(304) 884-7713

Cost:	Job Matching System approximately	$2,080.00
	Employability Attitudes approximately	1,285.00
	Living Skills approximately	1,275.00
	Work Samples from	$435.00 to $1,450.00

Description: (1) Job Matching Systems: matches person to training or jobs based on responses to 15 audiovisual cartridges that deal with preferences, experience and abilities, (2) Employability Attitudes System: compares student's attitudes and behaviors which those employers see as important; six audiovisual cartridges showing "real life" situations, (3) Living Skills System: six audiovisual cartridges used to evaluate: reading, writing, computation, problem solving, speaking/listening, consumer economics, occupational knowledge, community resources, health and government/law, (4) Work Sample System: 26 work samples are available; audiovisual cartridges give instructions.

Use: Generally eighth grade reading level required - except written materials can be read. Usually 4-10 work samples are used for one person.

Administration: Individual/some group; time varies

Scoring: Computer scored - average cost per person is $5 for scoring

- Jewish Employment and Vocational Service Work Sample System (JEVS)

Vocational Research Institute
JEVS
1700 Samson St., 9th Floor
Philadelphia, PA 19103

Cost: Approximately $10,000 which includes work samples, forms, shipping and tuition for training one evaluator in Philadelphia. Training required; transportation and other expenses.

Description: Based upon trait-factor approach that uses work samples to assess aptitudes and behaviors as related to the worker trait groups of the Dictionary of Occupational Titles (D.O.T.) There are 28 work samples in ten worker trait groups - handling, sorting, inspecting, measuring, etc. Work samples are arranged in order of difficulty.

Use: Most students, sixth grade reading level; difficult for low-functioning students.

Administration: Individual, observation of student emphasized. Six or seven full days are required to complete all 28 samples.

Scoring: Individual, two ratings given to each work sample from 1-3; one for quality; one for quantity. Daily observations, feedback interviews and final report.

- Valpar Component Work Sample Series (VALPAR)

VALPAR Corporation
3801 East 34th St.
Tucson, AZ 85713

Cost: Work samples range from $495 to $990.
Pre-Vocational (Pre-Voc) Readiness Test #3200.

Description: 16 individual work samples which measure single worker traits, e.g., eye-hand-foot coordination, components may be purchased separately. The Pre-Voc Readiness Test is designed to assess the functional skills of mentally retarded persons with five areas: (1) developmental assessment, (2) workshop evaluation, (3) vocational interest screening, (4) social/interpersonal skills, and (5) independent living skills.

Use: VALPAR work samples can be used with all groups; Pre-Voc Readiness can be used with mentally retarded.

Administration: Individual; each work sample may require 1-2 hours. Reading required only for samples representing jobs that would require it. Pre-Voc Readiness is used with the mentally retarded.

Scoring: Separate reporting form used for each work sample.

- Vocational Information and Evaluation Work Samples (VIEWS)

Vocational Research Institute
Jewish Employment and Vocational Service
1700 Samson Street
Philadelphia, PA 19103

Cost: Approximately $8,000, including work samples, manuals, forms, tuition for training and one on-site visit. Training is required for purchase.

Description: 16 work samples are used for four (4) areas of work and six (6) worker trait groups in the D.O.T. These areas were chosen because they represent the most common areas of training and employment for mentally retarded persons. The four areas of work represented are: (1) elemental - handling and feeding, (2) clerical, (3) machine tending, and (4) crafts. Each work sample uses: demonstration, training and production. Student is allowed practice time to master the task prior to testing. Work samples are similar to those of JEVS system.

Use: Mentally retarded population; may be useful with other group; Normed on MR population.

Administration: Total system requires 25-30 hours; Individual administration.

Scoring: Student receives a quantity and quality rating for each work sample; daily observations, student interviews/feedback and final report result.

* Information regarding additional work sample systems may be obtained by writing or calling:

Progressive Evaluation Systems Corp.
3720 Longview Drive
Atlanta, GA 30341
404-455-9136 or 800-431-2016

E12/1

CLIENT EVALUATION FORM

CLIENT: ______________________________

STATUS: ____________________________ DATE: ______________

SUPERVISOR: ____________________________

REPORT BY: ____________________________

WORK HABITS:	1	2	3	4	5
Accepts supervision					
Works without constant supervision					
Finishes assigned work					
Stays in assigned work area					
Follows supervisor's instructions					
Contacts supervisor before leaving work area					
Quality of work					
Quantity of work					
WORK TRAITS:					
Punctual in morning and after breaks					
Punches own time card					
Punches time card at right time					
Calls upervisor when absent within designated time					
Begins working after punching in					
Tells supervisor about appointments prior to date					
Expresses interest in improving employability					
Grooming and personal hygiene					
Proper work attire					
Willing to try new jobs					
WORK RELATED BEHAVIOR:					
Works cooperatively with others					
Cooperative with supervisor					
Associates with others during breaks					
Asserts self appropriately					
Possesses basic knowledge of job					
JOB READINESS SKILLS -WORK EXPERIENCE ONLY					
Ability to complete application					
Presents self appropriately for interview					
Knowledge of proper attire and grooming for an interview					

Knowledge of job seeking skills ______ ______ ______ ______ ______
Able to implement job seeking skills ______ ______ ______ ______ ______
Initiative to implement job seeking skills ______ ______ ______ ______ ______

Ratings:

1. Unsatisfactory
2. Poor to Fair
3. Workshop Standard
4. Above Workshop Standard
5. Industrial Standard

BEHAVIOR OBSERVATION REPORT

NAME: ______________________________

DATE: ____________________

WORK AREA: ____________________________

OBSERVER: ______________________ TOTAL TIME OBSERVED: _________________

SITUATION: ____

	Asset	Limitation	Critical Problem
Follows directions			
Relationship with co-workers			
Task attending			
Appearance			
Attitude			

BEHAVIORAL EVENT:

COMMENTS:

INFORMATION FROM . . . .

CLOSER LOOK

A Project of the Parents' Campaign for Handicapped Children and Youth

Box 1492
Washington, D.C. 20013

A Checklist of Vocational Assessment Components

Some areas we need information about to do a good job of vocational programming, are listed below:

Cognitive Skills -	basic reading and math concept formation cognitive style problem solving abilities
Manual Skills -	manual dexterity eye/hand coordination fine motor skills mobility
Interpersonal Skills -	work attitudes ability to cooperate, work with others self confidence, self concept relating to others, communicating
Perceptual Skills -	spatial discrimination size discrimination
Work Aptitudes -	remembers instructions, procedures capable of planning and organizing improves with practice
Work Behaviors -	motivation concentration persistence
Interests -	personal goals and interests hobbies, leisure time activities academic — favorite and least favorite subjects
Previous Experiences -	work, volunteer in school work related information, exposure, skill, knowledge
Job Exploration Results -	preferences aptitudes strengths weaknesses
Social adjustment -	home/family relationship with peers in school, teachers

CC
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